DOCUMENT RESUME

ED 326 474 SO 030 440

AUTHOR Davis, O. L., Jr.; And Others
TITLE Looking at History: A Review of Major U.S. History Textbooks.
INSTITUTION People for the American Way, Washington, DC.
PUB DATE 86
NOTE 203p.
PUB TYPE Book/Product Reviews (072)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Citizenship Education; Grade 8; Grade 10; *History Instruction; Secondary Education; Social Studies; Textbook Content; *Textbook Evaluation; Textbook Standards; *United States History

ABSTRACT

Fifteen grade 8 and 16 grade 10 U.S. history textbooks, all published in 1986, are reviewed. Eight criteria were used in evaluating the texts: (1) authority; (2) interpretation; (3) significance; (4) context; (5) representativeness; (6) perspective; (7) engagement; and (8) appropriateness. The results of the review show that most of the texts are very good; some are judged to be excellent. Despite the positive general conclusions, a number of serious concerns are put forth concerning the group of texts. It is pointed out, for example, that too great a use of "readability" formulas that emphasize using commonly recognized words and short sentences result in poor writing quality; that efforts to reduce attention to violence and conflict in some history textbooks risk a bloodless narrative; and that the treatment of religion as a force in U.S. history continues to receive short shrift. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326474

Looking At History

A REVIEW OF MAJOR U.S. HISTORY TEXTBOOKS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DONNA FOWLER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 030 446

People For The American Way

TEXTBOOK REVIEW SERIES

Looking At History

A REVIEW OF MAJOR U.S. HISTORY TEXTBOOKS

O. L. Davis, Jr.
Gerald Ponder
Lynn M. Burlbaw
Maria Garza-Lubeck
Alfred Moss

1986 by People For The American Way
1424 16th Street, N.W., Suite 601
Washington, DC 20036
(202) 462-4777

People For The American Way is a nonprofit, tax-exempt organization. Contributions to PEOPLE FOR THE AMERICAN WAY are tax deductible.

The views expressed are those of the authors and not necessarily those of the funders, officers or members of People For The American Way.

People For The American Way

Acknowledgements

PEOPLE FOR THE AMERICAN WAY would like to thank the following people for editorial and planning work on this volume in our Textbook Review Series: Jim Castelli, Michael Hudson, Kathy Postel Kretman, Timmy Napolitano, Barbara Parker, and Jill R. Shellow. We would also like to thank the following for technical assistance: Addeanne Caelleigh, Jill Craig, Anne Dempsey, and Marianna Diggs. We are grateful to the C. S. Fund, the Edward W. Hazen Foundation, and the A. L. Mailman Family Foundation for their support.

Table of Contents

Foreword 1

Preface 5

Books Reviewed 7

Summary Findings 9

Criteria 14

About The Authors 17

Grade 8 Textbooks:

United States History to 1877, Volume 1, Addison-Wesley 21

Our Land, Our Time: A History of the United States to 1877, Coronado 26

The American Nation: Beginnings Through Reconstruction, Harcourt Brace Jovanovich 35

The American People: A History, D.C. Heath and Company 42

Land of Liberty, Holt, Rinehart and Winston 49

America: The Glorious Republic, Volume 1: Beginnings to 1877, Houghton Mifflin 54

This is America's Story, Houghton Mifflin 61

Legacy of Freedom, Volume 1: United States History to Reconstruction, Laidlaw Brothers 67

Heritage of Freedom, Volume One: History of the United States to 1877, Scribner Educational; Macmillan 72

History of the American Nation to 1877, Volume 1, Scribner Educational; Macmillan 76

The American People: A History to 1877, McDougal, Littell & Company 80

United States History, Volume 1: Beginnings Through Reconstruction, Charles E. Merrill 86

A History of the Republic, Volume 1: The U.S. to 1877, Prentice-Hall 90

Land of Promise, Volume 1: A History of the United States to 1877, Scott, Foresman 94

One Flag, One Land, Volume 1: From the First Americans to Reconstruction, Silver Burdett 102

Grade 10 Textbooks:

United States History from 1865, Volume 2, Addison-Wesley 111

American Spirit, A History of the United States, Allyn & Bacon 116

Our Land, Our Time: A History of the United States from 1865, Coronado 123

A History of the United States Since 1861, Ginn 127

The American Nation: Reconstruction to the Present, Harcourt Brace Jovanovich 135

Triumph of the American Nation, Harcourt Brace Jovanovich 140

History of the American People, Holt, Rinehart and Winston 147

America: The Glorious Republic, Volume 2: *1877 to the Present*, Houghton Mifflin 155

Legacy of Freedom, Volume 2: *United States History from Reconstruction to the Present*, Laidlaw Brothers 160

Heritage of Freedom, Volume Two: *History of the United States from 1877*, Scribner Educational; Macmillan 166

History of the American Nation from 1877, Scribner Educational; Macmillan 171

The American People: A History from 1877, McDougal, Littell & Company 176

United States History, Volume 2: *Reconstruction to the Present*, Charles E. Merrill 180

A History of the Republic, Volume 2: *The United States from 1865*, Prentice-Hall 185

Land of Promise, Volume 2: *A History of the United States from 1865*, Scott, Foresman 189

One Flag, One Land, Volume II: *From Reconstruction to the Present*, Silver Burdett 194

Board of Directors 199

Foreword

The 1980s is becoming the Decade of Educational Excellence -- presidential commissions, governors and state legislators, educators, foundations and parents seem to have rediscovered the importance of education in transmitting both skills and values to the next generation.

The quality of textbooks is at the heart of the debate over educational excellence -- 75 to 90 percent of class instruction is based on textbooks. Former Secretary of Education Terrel Bell has described the "dumbing down" of textbooks as a serious national problem.

The quality of American education is a high priority for PEOPLE FOR THE AMERICAN WAY. We first approached the issue to protect the integrity of the educational process from those who would impose censorship or their own ideological views on the nation's schools. This distortion of education amounts to indoctrination, not education. The more involved we became, however, the more we saw that we really are "A Nation at Risk" if we accept anything less than excellence in our schools, the training grounds for the citizens of tomorrow. Those citizens must have the knowledge, the analytical skills and the intellectual freedom they need to make informed decisions about our future.

Our concern about the quality of textbooks has caused us to come to grips with one of the most influential, but least visible, dynamics in our society, the process by which local school authorities select from a myriad of offered texts. Publishers, teachers, school boards and state governments all play a role in the process. We found that the statewide adoption process used in Texas, which purchases 7 percent of the textbooks sold in the United States, means that publishers try to please Texas, and that other states get what Texas wants.

In an effort to provide help to those involved in the textbook selection process, we have launched a series of textbook guides. These guides have three goals:

- To provide information about specific books which will allow local school authorities to make more informed decisions in selecting texts.
- To encourage textbook publishers to improve their products by providing constructive criticism.

- To assist state textbook officials to address the issue of how special interest groups have contributed to the decline of textbook quality.

Our first guide, published in 1985, focused on Biology textbooks because of mounting pressure on publishers to downplay evolution. To our dismay, we discovered that publishers were caving in to that pressure: half of the texts we reviewed did an inadequate job of covering evolution, and one-sixth did not even mention it.

This guide focuses on American history textbooks. U.S. history is an obvious choice because of the important role history courses play in passing on information about what kind of people we have been and what kind of people we hope to be. It is impossible to study American history without confronting discussion of the values which have shaped our nation.

The first step in reviewing history textbooks was the selection of a panel of reviewers which reflected a diversity of expertise and perspective; this book is their book. The panel first reviewed the history texts submitted to the 1985 Texas State Textbook Committee for adoption at grades 8 and 10; it then reviewed other best-selling texts available in other states.

Our reviewers discovered a pleasant surprise -- most of the 31 texts they reviewed were good; some were excellent. Overall, the quality had improved significantly over earlier generations of history textbooks. Panel chairman O. L. Davis writes in his summary, "We happily note a reversal of an apparent trend to water down school history." The panel found that a number of books did a particularly good job of encouraging students to think critically and creatively. This is a heartening finding because many publishers had previously given in to pressure from ultrafundamentalists who want textbooks to teach children what to think, not how to think.

While our panel did not assign letter grades to the textbooks, several did emerge as outstanding: A History of the United States Since 1861, (Ginn and Company); The American Nation: Beginnings Through Reconstruction and Reconstruction to the Present (Harcourt Brace Jovanovich); Triumph of the American Nation (Harcourt Brace Jovanovich); History of the American People, (Holt, Rinehart and Winston); America: The Glorious Republic, two volumes, (Houghton Mifflin).

The reversal of the "dumbing down" of U.S. history textbooks shows that publishers do indeed respond to public pressure --

even when that pressure demands excellence. But the battle for quality textbooks is far from over. We need continued monitoring of textbooks and continued demands for excellence in education at the state and local levels.

Despite the improvement our panel found, it also found serious problems in the history texts. One problem was identical to one our earlier panel found in Biology texts -- the use of "readability" formulas that actually made books less readable by producing short, choppy, dull sentences.

Although our review was not designed to examine coverage of religion, we were so struck by this finding that we consulted with several reviewers and did our own spot check of texts to expand on the panel's impressions. We saw that coverage of religion is spotty in even the best texts.

Religion is simply not treated as a significant element in American life -- it is not portrayed as an integrated part of the American value system or as something that is important to individual Americans. The two themes which have been in tension since the earliest colonial times -- religious intolerance and religious idealism -- are not recognized as essential to an understanding of the American character. When religion is mentioned, it is just that -- mentioned. In particular, most books give the impression that Americans suddenly became a secular people after the Civil War. It is common for books to do a fairly good job of covering religion in the Colonial period and even the early 19th Century, but fall off sharply post-1865, particularly in modern times.

While history textbooks talk about the existence of religious diversity in America, they do not show it: Jews exist only as the objects of discrimination; Catholics exist to be discriminated against and to ask for government money for their own schools; there is no reflection of the diversity within American Protestantism -- it is difficult to find Evangelicals, Fundamentalists, Episcopalians, Lutherans, or Methodists; the Quakers are shown giving us religious freedom and abolition, and then apparently disappear off the face of the Earth.

There are significant omissions in coverage of the role of religion in fueling various social movements, including Prohibition, the labor movement, anti-Vietnam protests and the abortion debate. Coverage of the Holocaust is superficial in many treatments of World War II.

The poor coverage of religion is not the result of any ideological bias -- left and right in the world of religion are ignored equally. When there is no Billy Graham, there is no Reinhold Niebuhr; when there is no Moral Majority, there is no National Council of Churches. In fact, more often than not, when the Moral Majority is mentioned, it is treated as virtually the only religious development since World War II.

The real explanation for inadequate coverage of religion in U.S. history texts is the textbook selection process itself. States which spell out other subjects they want covered do not ask publishers for quality coverage of religion. At the same time, part of the publishers' "dumbing down" mentality is the avoidance of controversy whenever possible--whether the topic of controversy is evolution, slavery, the Holocaust or religion.

Publishers fear pressure from both militant atheists and militant fundamentalists. Those talking the loudest about religion in the schools today want the schools to propagate their own faith, not offer the sound academic study of religion. But there is no reason why publishers cannot provide textbooks which adequately describe the role religion has played in U.S. history without appearing to endorse or condemn any religion or religion itself. Perhaps the next generation of history texts will respond to demands for appropriate treatment of religion.

A comment made by California Superintendent of Schools Bill Honig in rejecting an entire series of science texts being considered for adoption is relevant here: "Are we going to allow publishers to water down texts or are we going to set standards and demand quality? Ducking an issue in textbooks because it is controversial doesn't do the children any good."

The next volume in our Textbook Review Series will examine Civics/American Government texts. PEOPLE FOR THE AMERICAN WAY is committed to working to secure quality textbooks which make learning inviting, pass on our nation's values to our children and stimulate the critical thinking necessary to the survival of a democracy.

Anthony T. Podesta
President
PEOPLE FOR THE AMERICAN WAY

April 1986

Preface

The Committee on History in the Schools and Colleges of the Organization of American Historians seeks effective ways to meet the needs and interests of secondary school teachers. It is appropriate, therefore, that the Organization of American Historians supports this review of U.S. history textbooks by PEOPLE FOR THE AMERICAN WAY.

In the waning decades of the twentieth century, the importance of high school study of U.S. history cannot be overemphasized. Although recent research has shown a slight improvement over the last 10 years in their reading skills, American high school students have not shown similar improvement in their knowledge about common historical facts and events in this country's history. When students confuse the centuries in which Abraham Lincoln and Franklin Roosevelt were president or do not know which came first, the American Revolution or the Civil War, we should all be alarmed. Policy decisions in the next century will be made by those students now in schools across the country.

PEOPLE FOR THE AMERICAN WAY's initiative now to review major textbooks will encourage authors and publishers to reflect the most up-to-date scholarship on major historical events and the maturing concept of the variety of lifestyles and cultures that have made up the American landscape from the pre-Columbian period to the present. Without such scholarship, the future leaders of the United States will not be prepared to address the ever increasing complexity of national and international problems.

Over the last 20 years there have been some very exciting developments in the field of U.S. history. One has been the emergence of social history focusing on the lives of average people and their experiences as contrasted to the almost exclusive concentration in the past on famous white males. This now allows for the significant incorporation of material about women and minorities not previously possible in high school textbooks.

In addition, historians are suggesting a variety of new ways in which periods in U.S. history should be taught. Since the United States is such an enormous world power and since this development is almost exclusively a 20th-century phenomenon, it makes sense for instructors and textbook authors to reconsider collapsing some of the detail and material on less important 19th-century presidents and events or trends that no longer help us understand the significance of the country's impact on the rest of the world in any given time period. On the other hand, with the bicentennial of the U.S. Constitution in 1987, it is quite conceivable that textbooks for the next decade should place more emphasis than before on the significance and interpretation of key passages of, and amendments to, this hallowed document in American history.

It has been said that a nation's greatness cannot rise above the level of its junior and senior high school textbooks because students react positively or negatively to the teaching and reading of history most strongly during these years of their education. This is the primary reason why PEOPLE FOR THE AMERICAN WAY has developed serious criteria for evaluating the country's textbooks on the basis of later scholarship and pedagogical standards and why the Organization of American Historians supports this effort. We owe it to ourselves and the country's future to set a standard of excellence heretofore unequalled in our history for these all-important teaching tools as we approach the millennium year 2000.

Joan Hoff-Wilson
Executive Secretary
Organization of American Historians
Professor of History
Indiana University

March 1986

Books Reviewed

Grade 8:

Addison-Wesley, United States History to 1877, Volume 1
Coronado, Our Land, Our Time: A History of the United States to 1877
Harcourt Brace Jovanovich, The American Nation: Beginnings Through Reconstruction
Heath and Company, The American People: A History
Holt, Rinehart and Winston, Land of Liberty
Houghton Mifflin, America: The Glorious Republic, Volume 1: Beginnings to 1877
Houghton Mifflin, This is America's Story
Laidlaw Brothers, Legacy of Freedom, Volume 1: United States History to Reconstruction
Scribner Educational; Macmillan, Heritage of Freedom, Volume One: History of the United States to 1877
Scribner Educational; Macmillan, History of the American Nation to 1877, Volume 1
McDougal, Littell & Company, The American People: A History to 1877
Charles E. Merrill, United States History, Volume 1: Beginnings Through Reconstruction
Prentice-Hall, A History of the Republic, Volume 1: The U.S. to 1877
Scott, Foresman, Land of Promise, Volume 1: A History of the United States to 1877
Silver Burdett, One Flag, One Land, Volume 1: From the First Americans to Reconstruction

Grade 10:

Addison-Wesley, United States History from 1865, Volume 2
Allyn & Bacon, American Spirit, A History of the United States
Coronado, Our Land, Our Time: A History of the United States from 1865
Ginn, A History of the United States Since 1861
Harcourt Brace Jovanovich, The American Nation: Reconstruction to the Present
Harcourt Brace Jovanovich, Triumph of the American Nation
Holt, Rinehart and Winston, History of the American People
Houghton Mifflin, America: The Glorious Republic, Volume 2: 1877 to the Present

Laidlaw Brothers, Legacy of Freedom, Volume 2:
United States History from Reconstruction to the Present
Scribner Educational; Macmillan, Heritage of Freedom, Volume
Two: History of the United States from 1877
Scribner Educational; Macmillan, History of the
American Nation from 1877
McDougal, Littell & Company, The American People:
A History from 1877
Charles E. Merrill, United States History, Volume 2:
Reconstruction to the Present
Prentice-Hall, A History of the Republic, Volume 2:
The United States from 1865
Scott, Foresman, Land of Promise, Volume 2:
A History of the United States from 1865
Silver Burdett, One Flag, One Land, Volume II:
From Reconstruction to the Present

Summary Findings

Reviewing textbooks is an essential element in the textbook selection process because it forms and facilitates mindful decisions. Nowhere is the need for such review more important than for school courses like U.S. history. These textbook offerings lie close to the hearts and minds of sensitive Americans who understand that U.S. history courses must serve civic and intellectual purposes. Thus, it is important to provide decision makers with valuable information on which to make their choices.

The results of our review show that most of these new 1986 U.S. history books are very good; some are excellent. We happily note a reversal of an apparent trend to water down school history. We recognize that these conclusions do not accord with the popular criticisms of textbooks, particularly texts in U.S. history. But our judgments were made on the basis of legitimate, tough-minded, real world historical and pedagogical standards. Obviously, we insist that our general conclusions be understood in the context of the individual reviews taken collectively as well as separately.

The United States of America is presented in a positive light by all of the textbooks that were studied. At the same time, these books do not attempt to obscure recognizable blemishes on the story of our nation's continuing progress. This generation of U.S. history textbooks, obviously, has walked the razor's edge, promoting history narratives that are both positive toward our country and include episodes and interpretations that reveal our history as truly human and believable.

The substantive history narrated in these textbooks is sound in the main. Quarrels about inclusion, emphasis, or exclusion of some topics are likely and should be expected. Reasonable historians, teachers, and publishers disagree on such matters. Generally, the textbooks present accurate and reliable information. While inaccuracies were found in most textbooks, they appear to reflect less upon the nature of the scholarship and competence of the authors than upon the physical production of the book. We are confident that these inaccuracies can and will be corrected with dispatch.

The textbooks follow traditional intentions to aid students' acquisition of fundamental and shared sentiments about our country and national life. The authors recognize their obligation to stress intellectual understanding of major principles and concepts and common loyalties in our nation's heritage, but they do not indoctrinate.

Our positive conclusions about 1986 U.S. history textbooks should not obscure some serious concerns we have about these books as a group. We submit these concerns as a cautious and partial future agenda for the continued improvement of U.S. history textbooks:

1. Too much attention has been devoted to mechanical "readability" formulas which emphasize using commonly recognized words and short sentences. The result is often poor writing quality: short, choppy sentences that are actually more difficult for students to read because they lack meaning and interest. The best books are enlivened by a vital narrative as well as appropriate illustrations and assignments designed to engage students to think about what they have read and to motivate teachers to join their students in the continuing search to learn about our nation's heritage.

2. Although the former tendency to portray U.S. history without vigorous controversy, without blemishes, and with women and ethnic groups obscured seems to have been reversed, this current crop of U.S. history textbooks is not without problems. The greatest of these problems is unevenness. Overall, treatment of Hispanics, Asians, and American Indians perpetuates their invisible roles in building this nation. Hispanics, whose ancestors were the first European explorers and settlers within this nation's current boundaries, have long been ignored or casually mentioned in conventional U.S. history textbooks. This crop of textbooks is no exception. By the end of this century, Hispanics will constitute the largest minority group in the nation and their valuable contributions to our country's history must be included in school textbooks. Similarly, women, who constitute a majority of the population, must be recognized more than these books do for their impressive and continuing contributions as skilled and unskilled workers, homemakers, professionals, and political leaders. Textbooks must portray how women have engaged the roles they have, how women have influenced and participated in the great sweep of historical events, and how women have felt and feel about their lives. The everchanging roles that average as well as exceptional women have played in our society are no less important to our nation's development than those of ordinary as well as

exceptional men. Most textbook chapters do not make this point clear.

3. In efforts to reduce attention to violence and conflict in U.S. history textbooks, some books risk a bloodless narrative. Warfare that employs spears or atomic bombs is brutal, ugly, and violent. To depict it in any other form is only bad history. Consensus and conflict, neither unrecognizably sanitized, should be portrayed honestly and humanly in our history textbooks and classrooms.

4. The treatment of religion as a force in U.S. history continues to receive short shrift. Religion has been and is important to Americans, their institutions, and their lives. Because it is held to be precious, religion has stirred peoples and has legitimated actions that they and others have recognized variously as noble or ignoble. School histories, with only rare exceptions, treat religion by exclusion or by brief and simplistic reference. Honest treatment of religion in American history seems to be equated with advocacy of particular religious ideas and practices. This simplism is banal and must no longer imprison authors and publishers and diminish opportunities for American students to acquire an awareness of people and events and discover underlying ideas and beliefs. The next generation of U.S. textbooks should attend to religion in American history, but publishers cannot be expected to suffer the outrage of organized groups ranging from ultrafundamentalists to atheists. The American public, as well as practicing educators, if they truly desire U.S. history textbooks to attend to religion, must support vigorously authors' and publishers' efforts and not wilt when controversies erupt publicly. The need here is decidedly too important to do nothing; both history and students are mistreated if the available high ground is surrendered.

5. We feel obligated to identify two possible hazards in the current adoption patterns for U.S. history texts in Texas schools. The issues are not restricted to this one state, because similar or identical practices have been mandated or are under consideration in other states. These issues derive from the decision to divide the U.S. history offering into two courses and to offer one course (covering U.S. history through the

Civil War) in the middle school and a second course (covering American history from Reconstruction to the present) in the high school. This decision is premised on the elimination of redundancy between the previous offerings of U.S. history in grades eight and eleven and to increase the attention to American history by allocating two years to the offering.

(a) Some of the available textbooks are obviously unsuitable for their specified grade levels, especially the grade eight submissions. Several appear merely to be the first half of the publisher's previously available grade eleven textbook. Cosmetic renderings or inclusion of one or several sections often are the only discernable differences. This book splitting is serious. If large portions of former grade eleven books are adopted for use in grade eight, without significant reconceptualization, rewriting, and editorial revision, many eighth-grade students will encounter a textbook that is patently unsuited to their ability, level of motivation, needs, and circumstances. In such cases, the offering of U.S. history with asserted higher standards likely will yield corrupted results in student achievement and interest and will constitute an unintended reverse of the national intention to strengthen American history in schools.

(b) This change in curriculum policy to separate the expanse of U.S. history and assign it to two, noncontiguous grade levels may well jeopardize U.S. history offerings. From its traditional, prominent place in grade eleven, the new policy sets the high school course in grade ten. This practice could imperil U.S. history by "demoting" it to the relative immaturity of younger students and diminishing its traditional prominence by assigning it almost out of high school. Surely, high quality schooling includes the serious study of U.S. history by more mature students in the final year or two of high school.

U.S. history has held an important position in the school curriculum for almost a century. Its prominence has been derived in substantial measure from America's concern (often expressed in state legislation) that Americans have an obligation to pass on our nation's heritage to future generations.

Our history must not be held hostage to any ideology. For partisans of whatever bent to hold dominion over U.S. history in the schools would declare that indoctrination rather than education is the goal of the schools.

Textbooks which make poor choices in selecting topics and ignore the processes of historical study merit severe judgment. They become boring, and, worse, mindless. Further, textbooks must be usable in ordinary classrooms with students representing a wide range of interests. The selection of the best U.S. history textbooks is a shared goal of educators and historians. The term "quality" may be overused in our nation's concern for "quality" schooling, but "quality" is an attainable goal.

O. L. Davis, Jr.
Professor of Curriculum and Instruction
College of Education
University of Texas at Austin

March 1986

Criteria

The People For The American Way History Textbook Review Panel developed eight criteria to use in evaluating texts. Six were chosen on the basis of the canons of history and historiography: Authority, Interpretation, Significance, Context, Representativeness, and Perspective. Two were chosen on the basis of the needs of practical teaching: Engagement and Appropriateness.

1. Authority

The sense of history portrayed is modern, accurate, and linked to authoritative research. Historical conclusions are supported with valid evidence; the textbook generalizations, therefore, may be traced readily to historical evidence. Historical methods are described accurately and used in presenting the work of historians. The student is enabled to understand the purposes of historical analysis and the reasons for studying history.

2. Interpretation

A framework for knowing the history of the American people emphasizes both an accepted, substantial knowledge base and an openness to new and different interpretations. Historical knowledge is neither eliminated, muted, nor given undue emphasis in response to parochial pressure. Significant topics that might be controversial or difficult to understand are treated sensitively and accurately.

3. Significance

Basic concepts and major turning points, events, and people are treated in sufficient depth to enable students to develop an understanding of their significance and a realistic portrayal of the times. The book is more than a storehouse of facts; it stimulates students to envision ideas and issues.

4. Context

Terms, practices, ideas, and quotations are embedded clearly in the historical contexts of place and time; presentism is avoided. Students are enabled to see the complexity of real situations and the importance of context; the particulars are not reduced to instances of the general. Whether the text presents history in chronological order or explores themes and events by studying their historical roots and consequences and present-day analogies, the student is always oriented in time. Further, the meanings and judgments of the present are not imposed unfairly on events of the past.

5. Representativeness

Pluralism, equity, and a full sense of identity are apparent in the textbooks; stereotypes and simplism are avoided. The history presented to students acknowledges the experiences and contributions of representative individuals and groups. It offers a positive but not romanticized sense of Americans' personal and collective roots. Both famous and ordinary people are presented.

6. Perspective

The text engages students in exploring what it means and has meant to be an American. It reveals how our freedoms have been extended and narrowed, jeopardized, and strengthened; how Americans have acted in the larger world; and how our sense of ourselves has evolved and is seen and experienced differently by different individuals and groups. Origins and consequences of major events and topics in American history are presented evenly and without undue glorification and condemnation. Multiple perspectives, presented in the narrative and through primary sources, emphasize both continuity and change over time. History is offered as a human story within a chronology, rather than as an inevitable progression of events.

7. Engagement

The textbook's study tasks (e.g., activities, questions, projects) engage students intellectually and emotionally. They reveal a genuine intent that students think with facts, think about interpretations, and enter into the worlds of others. Critical reading, thinking, and writing are stressed. The variety of activities provided encourages students to become engaged with the historical content and with authentic historical operations; they are not seen as evidence of "dumbing down" the textbook.

8. Appropriateness

The text is well written. It is stimulating, interesting, and challenging; it is not boring or "watered down." The textbook acknowledges the visual importance of the overall message through appropriate and meaningful design, use of color, and illustrations. The book takes both the student and teacher seriously as thoughtful persons. Reading, activities, approaches, and suggestions make the textbook appropriate for students with a range of cognitive abilities in classrooms with quite different support resources.

About the Authors

O. L. Davis, Jr., Professor of Curriculum and Instruction, The University of Texas at Austin, has been a social studies teacher and an administrator in Texas and Tennessee schools. He was senior author of a series of social studies textbooks fifteen years ago. An acknowledged authority in social studies education, he received the first Citation for Exemplary Research in Social Studies Education awarded by the National Council for the Social Studies. He is a former president of the 50,000-member Association for Supervision and Curriculum Development.

Lynn M. Burlbaw has taught U.S. and World History in secondary schools in New Mexico. He has a master's degree in Secondary Education and is currently working on a Ph.D. in curriculum and instruction at the University of Texas at Austin. He has been published in the Southwest Journal of Social Education and by the Eastern New Mexico University Press.

Maria Garza-Lubeck has taught U.S. history at the junior high and high school levels. She received her bachelor's degree in social studies from St. Mary's University in San Antonio, Texas. Her master's degree is from the Institute of Latin American Studies at the University of Texas at Austin, where she is currently completing work on her Ph.D. She has been a curriculum writer for the Institute of Latin American Studies Secondary School Outreach Project and currently works as a Policy Specialist at the Southwest Educational Development Laboratory.

Alfred Moss, Associate Professor of American History, the University of Maryland, holds a Ph.D. in history from the University of Chicago, where he studied under John Hope Franklin and Martin Marty. He also holds a Master of Divinity and is an ordained Episcopal priest. He is the author of the book American Negro Academy, as well as numerous articles in scholarly journals. His awards include Rockefeller, Ford Foundation and National Endowment for the Humanities fellowships.

Gerald Ponder, Professor of Education, North Texas State University, has taught U.S. history in Arkansas and Louisiana high schools and at the college level. He is a noted social studies educator with major published contributions in recent yearbooks of the National Council for the Social Studies and the National Society for the Study of Education and a co-author of the entry on social studies education in the current Encyclopedia of Educational Research.

U.S. History Textbooks
Grade 8

The reviews that follow are of textbooks published for use in a middle or junior high school course in U.S. history. Most of these textbooks treat American history from various beginning points to a time just following the conclusion of the American Civil War; three end with the present. The books are intended for a year-long course and assume that students possess no knowledge of American history even though the typical U.S. school curriculum for grade five includes a study of U.S. history and geography.

Title:	United States History to 1877, Volume 1 (1986)
Authors:	Diane Hart and David Baker
Publisher:	Addison-Wesley Publishing Company, Inc.
Reviewers:	Alfred Moss with the assistance of Gerald Ponder

Overview

Addison-Wesley's History of the United States to 1877 is a sound book, both historically and pedagogically. The narrative is written in a way that should encourage the interest of students new to the study of history; weaker readers will find the book manageable. Although it presents the history of the American people in a straightforward and sensitive way, there is little that is innovative about its perspective. Enough attention is paid to basic concepts, major turning points, events, and both extraordinary and unexceptional citizens so that a teacher has the basic material to introduce the history of the United States and convey its depth, complexity, and excitement.

The illustrations in the text relate appropriately to the narrative, though neither the narrative nor the illustrations as separate elements or together are fresh and exciting. The section and chapter reviews are not intellectually stimulating, for most stress recall without encouraging the development of a thoughtful or independent perspective. As indicated above, a broad range of students can make use of this book, and teachers looking for a text suitable for a class with diverse levels of ability and preparation will appreciate it.

This text, which has no outstanding features or glaring deficiencies, ranks in the median range of the eighth grade books reviewed. On a scale of excellent, good, and poor, it is good.

This review is based on the student's edition.

Criteria

1. Authority

The text is modern, accurate, and consistent with current scholarship. Some attention is given to the methods of historians, though more would be desirable. The authors' credentials and the attention given to vocabulary and major concepts suggests that this book is more of a teacher's book than a historian's.

- Although written simplistically, the section "Life Under Slavery" incorporates most of the recent research on this topic (pp. 352-356).
- The accounts of the Reconstruction debate lean toward the traditional, moderate view, with little attention to the extensiveness of the debate. There is no mention of the convincing argument that Radical Reconstruction was never seriously tried.
- Several paragraphs provide a straightforward account of the activities of the Ku Klux Klan (pp. 424, 426).
- A section entitled "Using the Tools of History" enables students to understand and employ the methods of historians; students are asked to analyze primary source material (p. 410).

2. Interpretation

The narrative, because it simplifies complex issues and sequences of events, sometimes understates the depth of controversies that accompanied turning points in American history. At the same time, the authors exhibit a willingness to suggest complexity and to incorporate topics which are sensitive areas of American history.

Unfortunately, the authors make no attempt to indicate the basic tentativeness of all historical judgments. Rather, the narrative suggests that the one, true story is being told.

- The section on the Kansas-Nebraska Act is a simplified account of a complex controversy (pp. 366-367).

- The account of the Indian Removal from the Southeastern United States provides information that would allow students to contrast the civilization of the Cherokee in Georgia with their brutal treatment by the government of Georgia and the U.S. Army (pp. 299-302).

3. Significance

Most of the significant turning points and major ideas are covered adequately, but some discussions lack sufficient depth to convey the real importance of the topic.

- The concept of compromise is introduced and covered adequately and appropriately in the section on the Constitutional Convention (pp. 197-200).

- The section on the Marshall Court in no way conveys the significance for American history of the decisions in the McCulloch v. Maryland and Gibbons v. Ogden decisions (pp. 257-258). The opportunity is available but not taken.

4. Context

Although the narrative sometimes conveys a one-dimensional image of a period, event, or person, more often the students are given enough of the flavor of life during an era to be able to imagine the times.

- Colorful and telling examples illustrate the growth of cities and their problems (pp. 287-289).

- The hostility toward immigrants represented by the "Know-Nothing" Party is presented simply as a bad thing born of lack of understanding rather than as a reflection of many social dynamics, including the rapidly growing immigrant population (p. 290).

5. Representativeness

Women, Blacks, Hispanics, and American Indians are well represented throughout. Ordinary people from all groups and walks of life are integrated into the text and in the supporting materials such as pictures, documents, statistics, and chapter reviews.

- American Indians are treated on pages 7-21, 41, 69, 248, 299-302.
- Blacks are treated on pages 98, 105, 145, 147, 173, 193, 197, 198, 223, 240-241, 259, 314-315, 329.
- Hispanics are treated on pages 42, 44, 214-215, 335, 336, 363.
- Women are treated on pages 101, 148, 171, 181, 187, 233, 278, 279, 313, 316-318.

6. Perspective

The book begins with a treatment of pre-history and then moves to survey the major Indian groups that inhabited the Americas. The discussion that follows places the discovery and exploration of North America within the context of the Medieval and Renaissance periods in European history and the worldwide trading voyages and explorations of the time. Through its use of timelines at the beginning of each unit, the book promises to develop simultaneously the political, social, and technological history of the era under discussion. Although this promise is not always realized, the approach indicates a serious concern for broadening the imagination and perspective of students.

Chapter 9 begins with a discussion of the two frontiers, the one on the western boundary of the existing United States and the other in the Spanish west. This approach keeps students from myopically looking only at the single, traditional story line of U.S. history.

- The narrative at times reverts to a preoccupation with the standard military and political view of history. This happens in the chapter on the Civil War battles, which concentrates on the military campaigns and at times even glorifies them.

7. Engagement

Students are provided opportunities to read and analyze primary source documents, but the documents are placed at the end of the book rather than in the chapters themselves. If these documents and the questions related to them were placed at the ends of chapters, they would be more supportive of the learning process. Although the questions at the ends of chapters and in the supporting materials are sound, they are oriented toward recall rather than insight and understanding. This sound, but unexceptional book meets the criterion of engagement adequately.

8. Appropriateness

This text is decently written. Vocabulary development is woven throughout the text through several devices, including pronunciations in the text, boldfacing, and reviewing both key and new words. A variety of intriguing and appropriate materials make the text visually interesting. In the hands of a creative teacher this book would be an adequate tool.

Title: Our Land, Our Time: A History of the United States to 1877 (1986)

Author: Joseph R. Conlin

Publisher: Coronado Publishers

Reviewers: Gerald Ponder with the assistance of Lynn M. Burlbaw and O. L. Davis, Jr.

Overview

School history books are heavily reconstructed accounts of the stories of America. They should instill a sense of pride in the nation and a sense of belonging to it. Since textbooks are the single most powerful resource for teachers and, unfortunately, the only one that most secondary students will ever see, they need to be truthful and interesting. Further, textbooks must be manageable for less able readers, yet challenging, even fascinating to the more able. Textbooks should allow students to see people like themselves with the same kinds of surnames, skin color, and gender, so that they can know that they have a place in the fabric of the country.

Joseph Conlin's Our Land, Our Time: A History of the United States to 1877 has succeeded admirably in meeting most of those demands. It is colorful, interesting, and relatively easy to read. The picture of America presented is both broad and deep, giving the nation its place in the sweep of world history without isolating the land or its people. The people who populate this picture cover a full range from powerful to powerless, from uncommon to commonplace, from visionaries to those with twisted minds. This is a complex, straightforward, rational, and positive portrait of the United States.

Some sections of the book stand out. The features such as "Movers and Shakers," "Profiles of the Presidency," "American Ingenuity," "Going to the Source," and "Geography Shapes History" offer substantive content supplements and extensions in a format that is appealing and readable. The chapters are assembled in productive and predictable ways for students.

The skills development program is very strong. The book will prove useful for a wide variety of teachers and classes. It has visual aids to help students learn and materials to challenge their thinking, but it also has the basic facts and the major ideas necessary for a sound study of American history.

Some parts of the book have problems. Content errors like the wrong date on the Kansas-Nebraska Act and information errors on the Tallmadge Amendment raise legitimate questions about the validity of its content. Although it is a given that historical narratives are interpretations and that authors can certainly be permitted differences in selection, emphasis, and interpretation, school texts should be trustworthy to the extent that they are free from errors of fact. These and any other errors that exist in the book but were not found during this review should be corrected by the publisher in the bound volume, if possible, or by an errata sheet attached to the book in a permanent way.

Except for the necessary but strong reservations over the content errors, this book could be called exemplary. Information about American history that young people need to know and skills they need to use are clearly taught. A sense of belonging is conveyed by the explicit dealing with our country's pluralism. Pride at being an American is also conveyed in the story, however broken and halting, told in these pages.

This review is based on the student and teacher editions.

Criteria

1. Authority

"Going to the Source" features support the narrative by giving appropriate and reliable as well as interesting first-hand accounts from documents of the time (e.g., the account of life in colonial Pennsylvania from Benjamin Franklin's Autobiography on p. 140).

Extensive primary source readings sections accompany each unit. These readings represent many faces of history, including significant events as seen through the eyes of certain key figures (Jefferson's concerns over French control of Louisiana, Napoleon's decision to sell Louisiana, pp. 399-401), the points of view of important but ignored people (Tecumseh's defiant speech denouncing the sale of Indian lands to white settlers in Indiana, pp. 404-405), and the commonplace but insightful (the rules and regulations of New England mills and boarding houses during the early industrial age, pp. 408-409).

Each unit has sections that allow students to see and perform the acts of historians. These features, entitled "Unlocking History," provide key documents, pictures as documents, and artifacts for students to view and interpret. Examples include Jackson's veto of the Bank Bill (p. 421) and paintings from the early 1800s showing scenes of popular democracy such as campaign oratory, citizens discussing issues, and throngs voting in Philadelphia (pp. 422-423).

There is a pithy and appropriate bibliography for further reading for teachers in the Teacher's Edition.

The narrative account of the major story lines moves with clarity and confidence. For example, in the rendition of the battles of the Revolutionary War, the narrative is swift and interesting, with colorful leads such as "The Fox Turns on the Hounds" making apt metaphors. While the flow is colorful, the account is clear, keeping the various armies intact, their positions located, the geography in perspective, and the significance of the battles paramount (pp. 171-181).

There is no attention in the Annotated Teacher's Edition (ATE) to the sources of authority for the text narrative. Although the bibliography in the ATE serves that function by inference, direct indication of the major sources for the narrative would further ground the book.

There are errors of fact, some more serious than others, all in need of correcting, as they needlessly jeopardize the book. Two examples will illustrate this point.

- The date of the Kansas-Nebraska Act is given as 1845 (p. 478). This is probably a proofreading error, as the correct date for the Act is 1854; nevertheless, the effect is to throw off the date by nine years.
- In the discussion of the Tallmadge Amendment and the subsequent treatment of the Missouri Compromise, a far more serious error of fact occurs (p. 321). The book

> states, "The Tallmadge Amendment said that Missouri could enter the Union, but only as a free state." Other accounts indicate that the Tallmadge Amendment actually said that Missouri could enter the Union as a slave state but that all slaves would be freed automatically when they reached the age of 25. In fact, in the subsequent Missouri Compromise, Missouri was brought in as a slave state. The discussion of the Missouri Compromise in this text is muddied by an unclear discussion of this bill and the confusion over the admission status of Missouri. Moreover, the error is compounded in the student workbook, where one of the items provides as an answer for the item "Tallmadge Amendment" the answer "Law stating that Missouri could be admitted only as a free state" (p. 66).

This book has some fine qualities of scholarship and authority but needlessly risks serious questions about its suitability as a school text because of some errors in fact.

2. Interpretation

The text narrative establishes relationships with other fields of study (such as geography and archaeology), and it places the development of the United States soundly in the context of events and ideas in other parts of the world. An example of this is the map showing European trade in the age of discovery, along with the text treatment of the discovery of America in the context of world trade (pp. 12-13).

The readings in the text, such as the accounts of life in the Massachusetts Bay Colony, give alternate, and sometimes very different accounts of the same events (see p. 112). This practice promotes the students' ability to develop interpretation skills.

This text has a curiously uneven presentation of the themes and events related to slavery and its aftermath. Perhaps the presentation is not so uneven as it is oversimplified in spots. In general, the narrative sticks forcefully and courageously to the presentation of this phenomenon in American history as an unremitting problem for white America and a horror of the first order for the slaves. But in at least two places, the book does not reflect a complete range of historical interpretation. One of these places has to do with the economics of slavery. Slavery is depicted as an unquestionably profitable institution in the text (pp. 335-336) and in the caption over a picture (p. 443). Economics is neither so exact nor historical interpretation so certain that the generalization of profitability can be made without question. It would be better, probably, to state that Southerners thought that slavery was a profitable institution.

In like manner, the Ku Klux Klan is depicted as a terrorist group that killed Blacks who "insisted on exercising their civil rights" (p. 533). Again, this seems an odd interpretive thread in an otherwise sound fabric of statements on slavery.

Following traditional but often questioned patterns, this text depicts the settling of what is now the United States as an Anglicized, East to West process. In fairness, there is extensive coverage of the Southwest and West in the prediscovery and exploration sections.

The interpretations found in the Coronado text are generally sound and often commendable in their breadth. There are a few holes in the interpretations of slavery, but these are minor when considered in the context of the whole book.

3. Significance

The "Movers and Shapers" features add important content allowing the book to focus on significant people by means of thumbnail sketches. These features will likely be read because they are short (one page or less) and to the point. They are representative of the contributions of women as well as men, Native Americans, minorities, and people of influence beyond the military and political (such as Matthew Brady and Clara Barton).

Washington and Jefferson are treated as complete people; men of ideas and action, mistakes and successes. This complexity speaks well of the maturity of the conceptions of America presented and of the responsibility of the author and the publisher in presenting history in this fashion.

In like manner, the book usually does not hesitate to use strong language. At one point the author states baldly that

Cortes murdered Montezuma. In many books, Montezuma just "dies" while imprisoned by Cortes.

The book treats significant content in an appropriate manner, emphasizing the major points of U.S. history and bringing in new groups of previously underconsidered people (women, minorities, native Americans, disabled, artists, inventors, workers, common people) in an integrated, synthesized fashion.

4. Context

Our Land, Our Time provides a very positive example of the appropriate and responsible use of historical context.

Events and beliefs are explained rather than judged, and often the statements of principals are provided through documents so that they can speak for themselves. Uncharacteristically (at least in textbook writing), students are asked periodically to question statements made in the text by the author. For example, in the activities section in the chapter on Jackson's presidency, students are asked to evaluate the author's interpretation of the Peggy Eaton affair as "overblown." In this way, students are made aware of the importance of judging statements fairly, which is the essence of the criterion of context.

Other examples support the positive use of context in this text. The discovery of America is presented in the context of European trading patterns during that period of time; the Declaration of Independence and the Constitution are presented in the context of European ideas during the Age of Enlightenment rather than as unique, American developments. In a reverse manner, American slavery is presented as a "peculiar institution," and the text tells that the rest of the world, except for Brazil, had abandoned the practice. Even in Brazil, the book states, slavery was a different institution than it was in the United States.

5. Representativeness

On the criterion of representativeness this book gets an "A." Groups that have been largely excluded from previous presentations of American history are given appropriate prominence in this text. This representativeness includes Blacks from all parts of the spectrum (Frederick Douglass, Harriet Tubman, Sojourner Truth, Booker T. Washington), women in many roles (Harriet Beecher Stowe, Dorothea Dix), handicapped persons (Gallaudet), artists and artisans, and normal, undistinguished people from the common to the aristocratic.

The book is sensitive to the issues of cultural identity and terminology, as terms like "Native American" appear regularly, and non-Anglicized words like "Zuni" (with the tilde) are used where appropriate. The cultures of both Native Americans and later immigrants are presented in positive, descriptive terms.

The text deals in a straightforward way with the exclusion of Blacks and women from the political process set forth in early major documents such as the Constitution and Declaration of Independence.

The text does not always present a balanced set of sources for students to use in critical thinking. For example, no positive justifications of slavery by Southerners are offered.

Coronado's Our Land, Our Time is an excellent example of the positive values of the criterion of representativeness; it provides a sound basis for an understanding of the pluralistic character of the present-day United States.

6. Perspective

A strong sense of developmental perspective is evident in this text. It provides a clear narrative chronology, giving students a good notion of the way in which one event followed another and the causal relationships among events. The story of European exploration and colonization in the context of European trade, mentioned as an example in other criteria, is a good example for this criterion as well. The telling of the events leading to rebellion against England is another good example of this book's sense of developmental perspective.

The book also has a good sense of perspective across time and across related fields of study. The treatment of ideas, inventions, art, and culture is prominent. The repeated attention to geography as a determiner of history is an encouraging update of a valid perspective that fell into disrepute with the overly generalized application of the principle of geographic determinism.

7. Engagement

While Our Land, Our Time is, with a few exceptions, a sound and well-presented history, it shines in the pedagogical categories of engagement and appropriateness. The category of engagement asks whether the book can gain and maintain student attention through its use of pictures and other visuals, its color, the arrangement of text on the pages, and so forth. The answer for this book is a resounding "Yes!" The book is lush in its use of four-color pictures and rich in its selection of interesting, even intriguing artifacts, paintings, and photographs. The selection is so rich, in fact, that I suspect that teachers who use this book for the seven-year cycle between adoptions will still find something new each year in its pages.

Features such as those on "American Ingenuity," "Movers and Shapers," "Going to the Source," "Geography Shaping History," and "Profiles of the Presidents" should attract even reluctant students in their brief, relevant, colorful formats.

The primary source readings are not only revealing and insightful, but also are interesting and provide things that students can readily relate to, such as a young Benjamin Franklin (p. 140) and the breakup of a family by a slave sale (pp. 543-544).

The only minus related to this category is that new vocabulary is introduced in italic type, rather than bold-face. For readers who struggle or divide their attention, this makes new, important words more difficult to pick up.

This text is a visually lush, richly imaginative book that offers almost limitless possibilities for engaging students' attention, supplementing their knowledge, and extending their understanding of American history.

8. Appropriateness

The text of this book accomplishes the formidable task of controlling the reading level while maintaining a lively style and flowing pace. The stories of history are told in readable language, with no loss of the main ideas. There are questions to pique interest in the text narrative itself, and there is a variety of punctuation, including a periodic exclamation point!

The Teacher's Edition shows clearly that the book's editors know and apply the ideas of information processing and metacognition. Gray-screened boxes tell students each time they should pay close attention, such as the "Making Connections" section at the beginning of each chapter and the section reviews that appear throughout each chapter. The text is presented in manageable chunks; the chapters are predictable in format, making the rich variety of supplemental material helpful rather than overwhelming. Each chapter starts with objectives that are reinforced by reviews and activities in the chapter.

The skills development sections are strong. Skills are introduced by explaining to students why they are beneficial and how the skill can be used. Then the skills are actually taught, with examples and practice on the various components of the skills. The skills are taught in context, as they extend the content of the chapters where they appear. Each skills section culminates in a writing exercise that asks students to use the content from the chapter in a paragraph.

One real minus that this strong skills component presents is that it will require teaching practices that are beyond the present repertoire of many teachers. Strong teachers will welcome this feature, however, particularly for eighth-grade students. The skills section of this text is commendable but probably must be viewed as a goal to strive for rather than a reflection of current practice in a majority of classrooms.

This book is an exceptionally appropriate synthesis of what students need to learn from a text, what teachers (especially good ones) need to teach from a text, and society's current pedagogical goals for American schooling.

Title: The American Nation: Beginnings Through Reconstruction (1986)

Authors: Leonard C. Wood, Ralph H. Gabriel, and Edward L. Biller.

Publisher: Harcourt Brace Jovanovich

Reviewers: Lynn M. Burlbaw with the assistance of Gerald Ponder and Alfred Moss

Overview

The American Nation is well written, readable, and informative. The text is inviting, both in style and language. The events included are significant and well chosen for their contributions to the story of the United States. The use of prereading questions directs students to discover in the text what they are expected to know. The maps and illustrations are clear and informative. The book builds skills and acquaints students with the best parts of the work of historians.

One of the most striking features of The American Nation is the captions that appear on the pictures, maps, and graphs. These captions direct students to important features of the illustration and ask them to make judgments based on the content of the maps or pictures. The illustrations are an integral part of the book; textual references are made to them and concepts are covered in them that reinforce ideas in the narrative.

Students are given a balanced view of American history. Many topics that have not been emphasized or addressed in earlier textbooks are included. The roles of geography, economics, race, and religion are shown. Both the base and the noble natures of man are shown as driving forces in the exploration and development of this new nation. Heroes and heroines are examined as well as the commoners and slaves who were instrumental in the founding and creation of our nation. Students are well served by this textbook.

This review is based on the student and teacher editions and the Teacher's Resource Book.

Criteria

1. Authority

The authors use historical materials as the basis for their statements. The readings at the end of the book are taken from historical documents, both primary and secondary sources, and supplement the ideas in the chapters. The work of historians--the collection, interpretation, and analysis of material--is demonstrated throughout the text. An introductory section begins to teach students the many skills of historians, which are reinforced by the skill building sections in the body of the text.

The readings are prefaced with questions, "Prereading Questions," that direct student learning and are followed by other questions, "Reading Checkup," to ensure that the students have identified the important points.

There is a tendency to generalize too quickly, which results in subtle distortions, such as shown in the example below:

- "The War of 1812 won Americans respect as a nation. They could now forget about the troubles of Europe and the rest of the world. At last the American people were free to turn the nation's bursting energy loose on the frontier" (p. 275).

2. Interpretation

Controversial issues are presented fairly. When differing views exist on subjects, the authors include both. Each event highlighted in the book contributes to the student's knowledge of how the United States has developed, how attitudes and views have changed, and how events take on different values and importance as new and more complete information is found.

The text shows an appreciation of the precarious evolution of ideas, but this appreciation stops abruptly after the discussion of the Constitution.

- The Boston Tea Party, which took place in December of 1773 "...delighted many colonists. It shocked others. In just a few minutes, the Sons of Liberty had destroyed British property worth a small fortune...When news of the Boston Tea Party reached London, British leaders were outraged" (p. 137).

The problem of slavery in the history of the United States is recognized throughout the text. Although slavery eventually became an issue in the Civil War (p. 447), the initial concern over the union of North and South is clearly stated as the first aim of Lincoln and the Northern leaders. Lincoln's stand on a unified country is clearly presented in the letter to the editor that is reproduced in the text (p. 433).

Examples of presentation of varying viewpoints are the Jay Treaty, p. 238; "Uncle Tom's Cabin," p. 422; and the Emancipation Proclamation, p. 447.

The section on "Liberty Under the Law" concludes: "Throughout our nation's history, the Bill of Rights has guaranteed liberty under the law to all Americans" (p. 186). There is no mention either of the exceptions to this statement or of the constant need for caution.

3. Significance

Significant events in U.S. history are covered clearly and completely. Each unit of the book starts with a brief overview and a timeline of important events occurring during the period covered by the unit. The students are asked to learn facts (possibly an over-emphasis), locations, and ideas. At the end of each section in the text, students are given a checkup which asks them to organize and summarize section ideas. Students are also referred to material covered in other chapters ("As you read in Chapter 10. . . ," and "In Chapter 15 you learned how. . ." p. 417).

The manner in which this book is written allows students to see the relationship between events and the times of our history. The special features in each chapter show how events and people relate to the times and to each other.

4. Context

The authors are careful to date references so that students will always know when the events that are spoken of took place. The scenarios at the beginning of each chapter give students a flavor of the times.

The textbook presents a copy of the Constitution as originally ratified with the subsequent changes highlighted in blue and annotated to show how changes have occurred in thought and practice in the United States (pp. 202-225).

Students are told that people do not always agree with everything done in the name of America (Embargo Act, p. 259). Controversial events are presented factually, without emotional judgment. The Indian campaigns in the Northwest Territory are carefully detailed without placing blame on either side. Students are shown what it meant to be an Indian or a settler trying to open up the western lands for settlement.

- The Indian position is given merit along with the desires of the settlers (pp. 289-292). The injustices against the Indians in the Southeast and the Trail of Tears relocation of the Cherokees are carefully documented (pp. 280-286).

5. Representativeness

Students often are divorced from history because the people who made decisions and participated in events have assumed a larger-than-life quality through the retelling of their stories. Politicians, tycoons, and radicals usually populate the story of the United States. Students are often unable to sympathize with or understand the motives of such remote individuals. This textbook provides ample opportunities for students to see that not-so-famous individuals also played a part in the growth of this country.

- The special features, "American Portraits," show how common people, often unheard of, contributed to our history, e.g., Anne Hutchison (religious leader), p. 76; John Peter Zenger (editor and printer), p. 105;

Haym Solomon (Polish Jew), p. 158; Benjamin Banneker (Black scientist, mathematician and surveyor) p. 233; Osceola (Seminole Indian leader), p. 286.

The importance of religion in the founding and growth of our country, both in terms of tolerance and intolerance, is found in the text. Students have been taught that the Pilgrims came to North America for religious freedom, but few know that the Huguenots and Scotch-Irish also came for religious freedom. Examples of religious persecution in American history are documented in the book (e.g., pp. 76, 405).

6. Perspective

This book documents the changing thoughts of the people involved in creating this country. Differences of opinion and changes of opinion and direction are shown through the Readings and the quotations in the text. The text documents the viewpoints of Hamilton and Jefferson; the pro- and anti-slave factions prior to and during the Civil War; the views of Indians in the East and West and Mexican Americans in the Southwest and how they differed from the white settlers.

The use of references to previous chapters and learned materials ensures realization that events are not isolated from other happenings but part of a continuing story of the development of the United States. There are attempts in this text to view America's history in a world perspective, and it is less Anglocentric than many other texts.

- Two of the four chapters on colonial America deal with non-English cultures.
- In the edition submitted for adoption in Texas, fifteen pages are devoted to "Texas: A Historical Geography in Maps and Pictures," which gives a brief overview of developments in Texas from Indian occupation through the Civil War.

7. Engagement

This text appeals to students' interest because it presents new and different material. Each chapter begins with a brief view of the concerns and hopes of the times. Color highlights important parts of the text, concepts, and instructions for student activities. The brightly colored maps and pictures catch the eye and invite student investigation.

Special features appearing throughout the text are identified in the table of contents with blue titles. These features present students with information about the people in American history and how history was made and interpreted, (see "American Portraits"). Other features include "Building Social Studies Skills," "Art in American Life," and "Our American Heritage."

Maps are clear and detailed enough to present the desired information, carefully captioned and with clear legends. Illustrations, often contemporary paintings, are well presented. The captions not only identify the item but also direct the student's attention to important features of the illustration. Students are also asked to practice the skills introduced in the "Developing Your Skills" section of the text (pp. xxii-xxxi). The introduction to "Building Social Studies Skills" presented in the "Developing Your Skills" section is easy to read and explanatory. References in the introduction are to actual figures in the text. Skills practice is also provided in the enrichment worksheets in the Teacher's Edition, Part II.

- Questions ask students to make inferences: "Why do you suppose that most of the Southern routes began on the Atlantic coast rather than inland?" (p. 385); and to evaluate critically: "With which statement might (Horace Mann) have agreed?" (p. 385).

8. Appropriateness

This text is clearly written and is easy to read. The facts are presented in a conversational manner which gives the reader the sense of being witness to events. The text tells the history of the United States as a story rather than a series of events that one must learn to pass a test. The 82 enrichment worksheets, one for each section of the chapters, relate closely to the information in the text, either through reinforcing or supplementing learning. Each worksheet is identified by its difficulty level in the Answer Key pages of the Teacher's Edition, Part II. Each chapter has one or two average worksheets and one each of the basic and challenging worksheets. These worksheets are not the usual drill-and-practice exercises that require students to look up information in their textbook. Even the basic level worksheets require students to go beyond the response level typically associated with worksheets.

Two forms of chapter and unit tests are given with reteaching worksheets for use by the students after the initial test. The tests are clear and are related to the information emphasized in the text. The test forms identify the chapter being tested and the years covered by the chapter. Each test has a matching section, a multiple-choice section, a short essay, and a test on one or more of the social studies skills taught in the textbook. Many of the essay questions have prompts that inform students of what they should include in their answers.

The chapter reviews have sections on "Remembering People and Terms," "Using Critical Thinking Skills," "Building Social Studies Skills," and "Relating Geography and History." Social studies skills that are taught in one chapter section, "Determining Cause and Effect" (p. 136) are reinforced in the end-of-chapter work (p. 143) and on the test for that chapter (Chapter 5 Test, form A, p. T12).

Title: The American People: A History (1986)

Author: Pauline Maier

Publisher: D.C. Heath and Company

Reviewers: Lynn M. Burlbaw with the assistance of Maria Garza-Lubeck

Overview

Although this book presents a diversity of historical facts, the text lacks development and justification for many of the statements made. While the book is usable, it is incumbent upon the teacher to provide supplementary activities and information for the students' understanding of events. Ideas for such activities are provided in the "teaching strategies" in the Teacher's Edition.

The book is above the norm for representativeness. While the skill development exercises may not be perfect, and in some cases may be fatally flawed, they are better than other books, some of which make no attempt to develop skills. Through teacher guidance students will learn the skills.

While not raving over this book's merits, or overlooking its shortcomings, we recommend it for use in the classroom. With some additional work on developing ideas contained in the text, it could be a good textbook.

This review is based on student and teacher editions.

Criteria

1. Authority

In addition to the generally accepted historical facts presented in this textbook, primary sources are used to supplement the text in the features titled "In Their Own Words." Primary sources are seldom used in text references. Some historical skill development is presented in the "Improve Your Skills" exercises for student use.

Adjectives used to describe events are sometimes sensational and occasionally inappropriate. Some historical events are summarized without sufficient background information or justification. Other events do not receive adequate attention and explanation.

Some examples of incomplete information that should be supplemented include the following:

- "Outside the house was a large carved pole decorated with symbols and emblems important to the most important family in the house" (p. 8). The term totem pole is never used.
- "Each nation had control of a large lake or river. Each nation governed itself in councils" (p. 12). The lakes and rivers are never identified.
- "Von Steuben claimed to be a baron and a high officer in the Prussian army. He was, it seems, neither. However, he knew a lot about armies, and he developed a simple set of drills to teach the Continental soldiers" (p. 178). If these facts are false, how did he achieve prominence or why did he claim to be something that he wasn't?
- "In August 1964, President Johnson announced that a North Vietnamese gunboat had attacked an American destroyer in the Gulf of Tonkin off the coast of Vietnam. Congress responded by passing the Gulf of Tonkin Resolution. It gave the President power 'to repel attacks on American forces and help the government of South Vietnam'" (p. 700). No other version of the attack is presented in the book, even though much has been written about the lack of truth in the official government version of this incident.

2. Interpretation

This book is based on conventional readings of historical events. Little is said or shown to create or eliminate any bias in interpretation other than the often simplistic version of events presented. The lack of substantiation of facts is troubling.

- "Despite the unpopularity of Jefferson's embargo, another Republican from Virginia easily followed him into the White House" (p. 264). What is the point of this statement?

3. Significance

Although this text is characterized by a sense of patriotism and citizenship, it does not shy away from events that have been embarrassing for the government of the United States. Students are shown, for example, that in the course of U.S. history, the civil rights of individuals have been recognized and subsequently abridged, only to be recognized again.

Though major events are covered, many of them have not been reviewed in enough detail for students to understand why they are important.

- "Watergate showed, in short, that the government set up by the Constitution of 1787 still worked. It remained an effective protector of the basic rights and freedom of Americans" (p. 717).
- "By 1985, . . . those people had gone through a period of doubt about themselves and their country at the time of the Vietnam War. But as they looked back over their history, they could find cause for pride and for hope" (p. 732).

4. Context

Most of the events that are presented in the textbook occur in the context of their times. That times changed and made things different in American society is also shown. For instance, a detailed account is given of the Salem Witchcraft trials including an explanation of the context in which they took place and the social environment in which they occurred (pp. 116, 118).

This textbook is one of the few that deliberately shows how events in the United States relate to contemporaneous and historical events in other parts of the world. This is also the only textbook that I have reviewed which documents the involvement of the United States in the Russian Revolution.

- Changes in the Lowell factory system are discussed: "To be a mill girl was a fine thing--at the beginning of the factory system. The girls had a chance to make a little money on their own and to be independent for a few years." In a following section the student reads "With time, however, conditions at Lowell changed. As competition became keener, owners and overseers made the women work harder and faster. When owners cut wages in 1834 and 1836, the women workers went out on strike" (p. 291).
- The influence of Gandhi's philosophy on Martin Luther King, Jr. is described (p. 680).
- The special feature sections entitled "The United States and the World" includes such titles as "Colonial Africa" (p. 538) and "Russia Becomes the USSR" (p. 571).

5. Representativeness

Women and Blacks and their roles in United States history receive fairly comprehensive treatment in this text. Hispanic Americans are represented better at the end of the text than they are at the beginning. The text presents a balanced view of our relations with Mexico during the Mexican War.

- For examples of women in United States history, see the many entries under "Highlighting People."
- See also "Anne Hutchinson" (p. 74), women in the revolutionary war (pp. 170, 172), Angelina and Sarah Grimke (pp. 340-341), and "Opportunities for Women" (p. 580).

The picture of the Ku Klux Klan shows several women as members of the Klan (p. 574).

- See the following pages for references to Blacks: in the Civil War (p. 409); during World War II (pp. 629, 630); during the 1960s and 1970s (pp. 699-700).
- "Mexico was not happy about the United States decision to annex Texas. Differences between the two countries might have been resolved, however, if the United States had been content to keep the boundaries of Texas as they had been under Spanish rule" (p. 358).
- "'American blood,' Polk told Congress on May 11, (1846) had been shed on 'American soil.' He claimed that Mexico had begun a war. Of course the Mexicans did not see it that way. They thought that the Americans were wrongfully on Mexican soil" (p. 360).

6. Perspective

The student will see from this text that Americans have not always acted nobly toward their fellow man but that they always thought that what was done was in the best interest of the nation.

The author also tells students that not all people agreed with every decision of the majority and that not everyone shared in the wealth of the country.

- "The government also tried to stamp out a radical union, the International Workers of the World (IWW) or 'Wobblies'...However, the government used questionable evidence to deport or jail union members...In short, civil liberties were all but forgotten" (p. 560).
- "The anti-Communists were determined to protect the American way of life. But too often, they themselves threatened the liberty and freedom of their fellow Americans. Many innocent people suffered from their attacks before the wave of fear finally declined" (p. 649).

- "Some Americans opposed independence. They were known as Loyalists" (p. 170).
- "Some Americans had never shared in the good times of the 1920's. Farmers, for example, suffered from low prices for farm products through most of the decade" (p. 594).

7. Engagement

This is a very student-oriented textbook. The writing style is average, neither overly difficult nor extremely easy. Chapter divisions and paragraph headings are printed in bold type as are important words and ideas. Pictures, graphs, and maps abound in the book, pastels dominate the color entries along with many monochromatic prints. Red and blue borders outline the special features.

One feature of this book, different from most other texts, is the focusing question found at the end of each subsection. Unfortunately, these questions often rely on rote recall of inconsequential facts. Thus, students can not use the questions to direct them to the most important facts in the paragraph.

Students should find the "Highlighting People" and "The United States and the World" features interesting and informative. The "Improve Your Reading" and "Improve Your Skills" features vary in quality. Some are well thought out but not developed completely (e.g., "Compare/Contrast" provides a chart for listing facts about American Indian groups but does not really teach students how to compare and contrast, p. 18); others are well done (e.g., Reading Charts, p. 110).

- "What does pueblo mean?" (p. 9). "What offices and honors did Andrew Jackson win?" (p. 306).
- "Why did the Allies have to fight their way through Italy?" (p. 625). After a section on the toil of World War II, students are asked: "How many Americans were killed during World War II?" (p. 637).

8. Appropriateness

The activities in this text are simple and not very imaginative. However, there is good coordination between the text and the activities. Students are referred to information in the narrative and charts to complete the end-of-chapter activities. Each chapter review has a skills check and a "Think and Write" section. Each section in the chapter also has a question labelled "A Question to Think About" which asks students to go beyond the usual recall of memorized facts.

Activities in the student version of the text are not appropriate to student grade level, interest, or abilities. The end-of-chapter activities and unit reviews are simple and uninspiring, with an inordinate emphasis on recall and rote. In spite of the emphasis on lower level skills, there are some offerings that might challenge the brighter student; the book will not frustrate lower level students.

The "teaching strategies" suggested in the Teacher's Edition are more stimulating and exciting, but whether these teaching strategies for student activities will be fully utilized is questionable. It is unfortunate that the activities in the student version are not as varied or challenging.

Title: Land of Liberty (1985)

Author: James J. Rawls and Phillip Weeks

Publisher: Holt, Rinehart and Winston

Reviewers: Maria Garza-Lubeck with the assistance of
Lynn M. Burlbaw

Overview

Land of Liberty is a high-interest and challenging textbook. The writing style is smooth, engaging, and aimed at the adolescent student, and the text contains a variety of higher-level cognitive student activities. Also impressive is the attention to the role of science and technology in shaping American history. In the special feature "Eureka!" students learn about such phenomena as folk remedies, medical practices, technological inventions (ending with a feature on artificial intelligence, p. 726), all relevant to the period being studied.

The thorough and meticulous attention to skill development is admirable. Teachers will undoubtedly applaud the "Social Studies Skills Review" found at the beginning of the text. This 18-page section pays particular attention to map and geography skills, the concept of time, historical methods applications, and reading and study skills (previewing, reviewing, how to study for and how to take tests).

This impressive textbook is broad in scope and sequence. Its perspective is balanced, sensitive to women and minorities, well conceptualized, and attractive. Land of Liberty would have been an outstanding textbook had more substantial attention been paid to primary sources and reference materials.

This review is based on the student edition.

Criteria

1. Authority

The text draws on the expertise of historians, educators, as well as a wide array of special-interest consultants, including geographers, technology specialists, ethno-historians, and specialists in women's history. The broad-based nature of the contributors gives a sound note of authority to the text. However, the minimal use of first-person quotations constitutes a problem, as does the general lack of documentation.

2. Interpretation

Historical events and issues are interpreted from social, political, economic, and environmental standpoints. The strong and weak moments in American history are evenly recounted. Interpretations tend to be conceptually based and frequently do justice to the complexity of human actions. The discussion of sectionalism in the Jacksonian Era illustrates the complexities and different viewpoints of the time: "Northerners, Southerners and Westerners disagreed on tariffs, the Second National Bank of the United States, and the sale of government-owned land. Americans were showing more concern for their section of the nation and its problems. . .In 1819, bitter controversy arose between the free states and the slave states. . ." (p. 267).

At the other extreme, major topics do not appear to be fully developed or well interpreted. For an example of superficiality and simplicity, see Chapter 23, "Reform in America."

3. Significance

Students are not uniformly made aware of the underlying causes of major events and issues. At times, the text can be strong. Examples include the discussion of the correspondence between racism and nativism (p. 550) and the discussion of Creationism versus Darwinism as played out in the Scopes Trial (p. 551). On other occasions, the text is plagued by a lack of depth. Examples include the minimal treatment of the Boston Tea Party (p. 120); the Greensboro, North Carolina sit-ins (p. 669); and the Tonkin Gulf Resolution (p. 678).

4. Context

In general, the social, economic, and political climate is stressed so that students develop a good grasp of period realities devoid of myths and stereotypes.

- An understanding of the growing problems brought on by Anglo settlers in Texas is given: "In return for the right to settle on Mexican land, the Americans promised to recognize Mexican law, to conduct business affairs in Spanish and to adopt Mexico's Roman Catholic faith. Mexico wanted the American settlers to adopt and blend into the Mexican culture and way of life" (p. 315).
- An account of the impact of "Manifest Destiny" is clearly stated: "It did not matter if these lands belonged to other nations; the United States intended to control them" (p. 320).
- Conditions giving rise to organized labor are discussed: "Between 1860 and 1900, the average income of American workers rose steadily. Not all workers, however, shared equally in the benefits of employment . . ." (p. 450).

5. Representativeness

All racial and ethnic groups receive balanced coverage in the text.

- The discussion of Juan Nepomuceno Cortina portrays more than one interpretation: "Historians are sharply divided in their opinions of Juan Cortina. One group calls him a 'soldier, bandit, murderer, cattle thief, mail robber.' Another group considers him to have been a 'champion, a hero, a noble avenger for his people.' What is certain is that Juan Cortina was caught up in one of the most difficult times for the people of the Southwest. . .When he died, he was buried with full military honors (in Mexico) in recognition of his devotion to the Mexican-American people." This particular passage, contained in a "Famous Americans" section, details the growing hostilities and discrimination faced by Mexican Americans in the Southwest and Juan Cortina's fight against oppression (p. 323).

- Women are equally represented, and their war efforts are particularly highlighted, (pp. 139, 369, 615-616).
- The role of Blacks in the American Revolution is recounted (pp. 139-140). Their participation in the Civil War is also covered (pp. 368-369, p. 381).
- The early immigration of Asian Americans is well documented (pp. 440-443).

6. Perspective

Attention to detail is uneven and at times makes for a weak perspective. However, the authors should be commended for their sensitivity to the adolescent learner. The text's perspective is focused on the student's abilities, needs, and interests. This is discernible in the "Foreword," written by the most trusted man in America, Walter Cronkite. In a message to the student, Mr. Cronkite offers a rationale for the study of history that underscores the text's entire orientation in a positive and meaningful way: "When I was in junior high, all that stuff that happened years ago couldn't have seemed further from what was actually going on in the world. But later I found out that I had been wrong. There is nothing going on that didn't have its roots in history. . ." (p. 4).

7. Engagement

Land of Liberty is a large textbook, 730 pages, but it contains many pictures and illustrations. The special features such as "Eureka!" and "Famous Americans" will appeal to students. Each unit is introduced by a few main points, all displayed in numerical order and accompanied by illustrations. Behavioral objectives are identified at the beginning of each chapter. Thus, students are told what they should be able to do after reading each chapter. See Chapter 18: "Describe how and why the Plains Indians were removed from their lands" (p. 398);

Chapter 27, "Discuss the American response to crises in Europe and Asia" (p. 586).

Unit reviews typically contain summary paragraphs, exercises for recalling facts, analysis, and sharpening skills, and writing and research activities. The variety of exercises allows students with varying abilities to participate successfully in the lessons.

8. Appropriateness

The text features a good writing style with frequent use of metaphors. Early in the book, we find this sentence: "Like an explorer leaving on a journey through unfamiliar territory, your journey through American history will be made easier if you have the proper equipment. . .made up of social studies skills" (p. 15).

The "Social Studies Skills Review" section is outstanding, as is the "Reading Skills" portion (pp. 25-28). The text is defined by color--blue or red type highlights main points--thus, skills and concepts are reinforced.

For an example of unit and chapter reviews that are creative and build upon the skills reviewed at the beginning of the text, see "Analyzing the Facts," "Sharpening Your Skills," and "Writing and Research" (pp. 214-215).

Title:	America: The Glorious Republic, Volume 1: Beginnings to 1877 (1986)
Author:	Henry F. Graff
Publisher:	Houghton Mifflin Company
Reviewers:	Gerald Ponder with the assistance of Lynn M. Burlbaw and Alfred Moss

Overview

America: The Glorious Republic, Volume 1, offers a sound presentation of history in an appealing and pedagogically appropriate format. The author, Henry Graff, is an experienced, practicing historian whose understanding of America's story is evident throughout this clear and lively text. Graff's personal stature as a presidential advisor lends authority to the text. His ability to relate the stories of history and their meanings in the contexts of time, place, and historical development allows this work to stand on its own, without reference to the author's other achievements.

One of the most notable features of the book is its "peopleness." The book begins with a two-page, full-color picture of the author in a library. The photograph is over-printed with a letter from the author to the students. This technique can help teachers and students to develop a more personal relationship with the text. Other, more significant examples of "peopleness" that make history alive and vital: major and minor figures are given personal characteristics--age, hair color, physical strengths, or infirmities. Documents and choice quotations provide color and insight into the understandings of the great and the everyday.

The book is well written and gives a full and rich portrait of this country's past. Although the text tilts decidedly in favor of traditional virtues like patriotism, as evidenced in the "Citizen's Handbook" and the sometimes muted statements in the text and picture captions, it is not slanted toward blind patriotism or toward a romanticized view of America's past.

Enough of the "warts" on our forefathers' and foremothers' skins are included for a balanced, scholarly picture. The text succeeds quite well in illuminating the shadowy figures of the past--the women, the minorities, the ordinary people--who had significant roles in U.S. history but who only recently became better known. All of these characters are integrated into the text rather than being appended to it.

This Houghton Mifflin text also benefits from the strong strands of skills development, geography, and technology that are included. It emphasizes vocabulary development and the use of skills (such as writing).

In sum, this is a sensible, sensitive book that is well written and attractively produced. It has a wealth of practical material for teachers. It will allow most students to read easily and successfully the story of America while providing thought-provoking challenges to the most able.

This review is based on both the student edition and the Annotated Teacher's Edition.

Criteria

1. Authority

The history portrayed in this text is authoritative and linked to research and historiography in several ways. Descriptions of events and other primary sources are provided to support and elaborate the major story; lists of sources are provided and students are given opportunities to practice the skills and work of historians.

The text fails, however, to present consistently relevant themes that would help the student understand either the process of historical analysis or reasons for studying history.

- Stories are told in flowing narrative, with examples that provide often vivid illustrations. For example, Columbus is described as 41, tall, and with red hair turning to gray (p. 27). Readers are given the flavor of the beginnings of the Revolutionary War through quotations from Sam Adams and an unnamed Philadelphia woman who had given up drinking tea and was learning to knit with American wool (pp. 128-129). This effective use of facts makes the narrative especially vivid.

- Each chapter has an extensive collection of documents and pictures that immediately support the story without forcing the student to turn to the back of the book for documentation. In an "Eyewitness to History" feature, an English actor's impression of life on the frontier lends authority and insight, while adding the dimension of contemporary perceptions of everyday life (p. 172).

2. Interpretation

This text gets a positive review in this category. The interpretation emphasizes accepted knowledge and an openness to newer interpretations. American history is portrayed as a succession of steady progressions; the emphasis on "reformers," however, sometimes makes it difficult to understand the norm.

- Chapter 2 features the Spanish role in exploring the Western hemisphere and settling the southwestern United States, as well as the more traditional Anglicized East-to-West view of exploration and settlement usually found in U.S. history texts (pp. 44-53).
- Major events in history are consistently told as human stories, which helps to place the story of the nation in an interpretive framework that is well suited to eighth graders. Examples are the stories of Columbus' voyage (pp. 27-28) and Clay's weakness and Calhoun's illness during the debates over the Compromise of 1850 (pp. 386-387).

3. Significance

The significant ideas, events, people, and turning points in American history are portrayed in colorful detail and substance. Features such as the "Achievements in Technology" sections show how major accomplishments in history were made possible by advances in technology and that technological advance is not merely a present day phenomenon.

Although the text tends to present a history of elites, there is at least an introduction of socially relevant topics.

Some items are introduced but not clearly defined, or they are only briefly explained (e.g., balloon-frame houses, p. 324; Trail of Tears, p. 301).

Rather than presenting the commonly held belief that everyone was for independence, this text shows the conflicts that existed within the American colonies over the Revolution. Graff shows both sides of the issue and lets the student understand that U.S. history is not a story of a uniformly agreed upon courses of action (e.g., Boston Tea Party, pp. 124-125; Loyalists, p. 145; Missouri Compromise and Sectionalism, pp. 273-279).

- Explanation of the South's "Black codes" explains clearly how these codes were based on the old slave codes and how they extended some rights while attempting to take away others (pp. 441-442). Such explanations illustrate both the continuity and change that characterize history.
- The "Achievements in Technology" feature on the caravel tells how the development of this type of ship allowed long ocean voyages of exploration (p. 26).

4. Context

Graff's text provides excellent context features for the study of American history. Transitions such as the "Black codes" section are explained clearly. "World Scene" features in the chapters tell students what else was going on in the world at the same time as events in the United States. The book shows the influence of geography on historical developments. And the text does not impose the judgments of the present on the figures, ideas, and events of the past.

- The "World Scene" features in each chapter and the "Geography in American History" features contribute to a broader view of the meaning of events.
- The "Author's Letter" feature in the beginning of the book states that the story of the United States is

presented in a world context because this is "the modern view" of history.

5. Representativeness

Pluralism and equity are characteristics well represented in this text. The contributions of Blacks, other minority groups, and women are well represented and integrated into the narrative. There could be more attention in the narrative to ordinary people and social history. The primary source documents at the end of the book, however, represent the views of ordinary people in an appropriate way.

- The text provides pronunciations for Spanish words, and details such as "tildes" are kept in the spellings.
- The roles of women and minorities are interspersed throughout the text. Women and Blacks in the Continental Army (pp. 146-147) and Black success after the Civil War, including reference to Senators Blanche Bruce and Hiram R. Revels, are detailed. Bruce worked for better treatment of Indians and Chinese as well as Blacks. The Mormon adventure is well documented (pp. 360-362).

6. Perspective

The criterion of perspective is an especially strong characteristic of this text. The presentation balances the conflicting points of view well. It contains an excellent world view, and the text is set well in time and place.

The author tends to focus upon personalities in a very simplistic way, though he modifies this emphasis with interesting character sketches. One chapter section, "World Scene," allows the student to view happenings in the United States in comparison with events elsewhere. For example, topics include "The Dutch in Southern Africa" and "The British Reform Bill" of 1832.

- Timelines that open each chapter and features on the place of geography in history provide perspective in time and space.

- A world perspective and the "World Scene" features offer marvelous panoramas. For example, students are told of explorers before Columbus (p. 43). The theme of European unification is presented by providing a feature on the unification of Germany and Italy, which occurred at the same time that Reconstruction was occurring in the United States (p. 457).
- The author chooses a wealthy, educated young woman as representative of "Life in Colonial South Carolina." Her diary includes such entries as "I intend to be the school mistress for the rest of the black children," a selection that helps perpetuate the questionable view of a benevolent, contented Southern society (p. 89).

7. Engagement

The text is attractive: artwork and photographs from the periods of history, rather than commissioned art, illustrate the narrative. Primary source documents and intriguing features such as "Achievements in Technology" and "Eyewitness to History" pique the curiosity of students and then satisfy it.

8. Appropriateness

This text is pedagogically sound for eighth graders. The readability is carefully controlled, but the text is still lively and interesting. There is an exceptionally strong skills development component; students have the opportunity to answer good questions.

- The reading level is controlled (Dale-Chall) but the text is well written and engaging.
- Skills are developed strongly and sequentially. The Teacher's Edition has supplementary materials to extend the already strong skills strand in the student book. The skills developed include data collection, reading, interpreting, and writing, not merely recall.

- There are good questions for students to consider. For example, students are asked to compare the issues common to the abolitionist and women's rights movements (p. 569).

Title:	This Is America's Story (1986)
Authors:	Howard B. Wilder, Robert P. Ludlum, and Harriett McCune Brown
Publisher:	Houghton Mifflin
Reviewers:	Maria Garza-Lubeck with the assistance of Gerald Ponder

Overview

Despite the absence of a strong reference section, This Is America's Story establishes its authority with many first-person quotations. A strong emphasis on social history and an engaging narrative style serve to capture the imagination and interest of students.

The text is average to above average as a teaching tool. To borrow a term from the computer industry, it is "user-friendly," as evidenced by chapter introductions featuring illustrations, guide questions, and timelines. Students working on or below grade level should find the text appropriate, but it is doubtful that superior students will encounter much to challenge and inspire them. The most creative and demanding exercises are found in the unit review's "Things To Do" section.

The criteria of representativeness, especially, and significance, to a lesser degree, indicate that this book has seen several revisions, as some complex issues are labeled in clear but simple ways. Minority groups tend to appear briefly compartmentalized in their obvious places in history.

This review is based on the student edition.

Criteria

1. Authority

The original authors probably no longer exert much influence over the book that bears their names, as this is the text's fifth edition. This statement is not intended to disparage this or subsequent editions but to underscore that the credentials of the authors are no longer a clue to the authority of the book. The authors are teachers more than historians, and this book reflects that fact.

First-person accounts are woven into the text and this lends credibility to its contents. For example, excerpts from the Journal of Christopher Columbus (p. 42) and a letter from Balboa to King Ferdinand (p. 74).

2. Interpretation

This Is America's Story generally fares well on the criterion of interpretation. The established, accepted blemishes on history are at least mentioned and not excluded. Minority issues are couched more in the conservative frame of reference that emphasizes progress rather than the conflict that has marked these issues.

On describing the life of a slave, the book states: "The slave system cruelly broke up families, and there was little the enslaved people could do about it. . . Black men and women did not, of course, accept slavery willingly. In many ways they sought freedom. Family life was so important that some slaves risked punishment to slip off and visit relatives in nearby plantations" (p. 125).

Other examples include the recent, more favorable treatment of Harry Truman's presidency (pp. 669-671), and the Korean and Vietnam experiences, which are bluntly called "wars" rather than police actions or some other euphemism.

3. Significance

In general, the significance of events and issues in the past and their relationship to present realities are established, especially in the "Linking the Past to the Present" series.

The text communicates important issues clearly. The section on civil rights in colonial times states: "It would be wrong, however, to think that people in the English colonies were entirely free. The colonists lacked certain rights that Americans today take for granted. . .Many colonists, including women, slaves and indentured servants, were not allowed to vote. Furthermore, the rights of Indians were generally ignored" (see pp. 157-158).

At other times, however, events and issues are minimalized or not accorded the depth they merit. For example, working conditions are described during the Industrial revolution in the following sentence: "Workers were not as unhappy over these conditions as we might expect" (p. 301).

Finally, there is virtually no social history on the period since World War II and little since the 1920s. Unfortunately, major currents like the Equal Rights Amendment movement and the influence of high technology are either absent or insignificantly treated.

4. Context

There seems to be a genuine attempt to avoid presentism and to discuss developments in the context of their times. The book is generally attuned to the country's early social history and pays tribute to the everyday lives of men and women.

For example, see the following entries:

- "What was life like in Spanish America?" (p. 86).
- "How did colonists live in the English colonies?" (pp. 119-135).
- "What was France like in the 1700s?" (p. 137).

Also see the explanation of the understanding of democracy on the 19th-century frontier (p. 341) in "You are as good as I am."

And, finally, Chapter 1 provides a broad context for understanding the characteristics of feudalism and manors in Europe and then proceeds to the crusades and to other European expansionist efforts.

5. Representativeness

This Is America's Story does not fare well in the area of representativeness. Only three women, one black and two white, are featured in the "People in America's Story." The presence of women and minorities seems reserved to times of excitement such as wars or great political upheaval. Compartmentalization is obvious. Blacks are discussed in the pre-Civil War period, Jews in the immigration period of the late 19th century, Mormon farmers in the 19th-century settlement period. Hispanics figure little until a section in Chapter 26, which is devoted to brief and broad coverage of a variety of minority groups, despite Hispanic influence in the settling of the West.

The first and the most significant coverage of women's involvement in the Revolutionary War is alloted four paragraphs (p. 198). On the same page the Black contributions to the war effort are given only three paragraphs (pp. 198, 200).

To the credit of the text, in those instances where women and minorities are presented, their stories are told in a straightforward manner with generally no effort to minimize or justify the inequities.

6. Perspective

The text explores American roots in Europe and the growth and expansion of the country. The story is still largely one of an Anglicized America, and perspectives of other people are muted. Events are presented in chronological order.

An important and curious caveat should be made. A more global perspective is apparent in certain sections of the text. Admirable attention to indigenous people of the Americas, is in Chapters 2 and 3. A more global perspective is found in Chapter 10 on Canada and Latin America.

One may also find the semblance of an apology for American interventionist policies that is annoying, especially in regard to the American involvement in the Mexican Revolution: "Its government was not strong enough to protect the property and lives of Americans and other foreigners who lived there. Through our representative in Mexico, the United States tried to bring about the establishment of an orderly government" (p. 625).

7. Engagement

The study tasks in this book cover a range of cognitive processes, from recall (heavier emphasis) to analysis and evaluation. Primary and secondary sources are generally found in special sections.

The text appears sensitive, entertaining, and interesting to the adolescent reader. For example, life in Spanish America is described through the eyes of an imaginary fifteen-year-old boy, Philip--although why wasn't he named Felipe? (pp. 86-90). Strong contextual emphasis sometimes adds sensationalism, as in the discussion of the methods of punishments found in colonial America (p. 122).

Also "Check-up," as in Chapter 21, displays typical patterns of vocabulary words to know, places to locate, facts to remember, and skills to practice (pp. 475-476). The skills stressed here involve reading maps and analyzing statements of historical characters such as Chief Joseph and a pioneer woman, which are fairly simple and require little thought. On page 475, for example, students are told on what page to find the answers to the following questions: "On page 466, Chief Joseph explains why he will surrender. What reason does he give?"

8. Appropriateness

The text is well suited to junior high students. Although not the most interesting or exciting presentation of the books reviewed, it is readable and understandable. The narrative takes pains to explain and translate many important concepts, such as the meaning of democracy on the western frontier (mentioned earlier).

66 Looking at History

Each chapter contains a two-page introduction with pictures or illustrations, a timeline, and guide questions. Chapters end with "Check-up" sections focusing on definitions, places, facts, skills, and thought questions. Special features, such as "Linking Past and Present," are very good and will provide high student interest.

However, the text appears simple in nature--large type, limited vocabulary, and is written largely in the second person.

Title: Legacy of Freedom, Volume 1: United States History to Reconstruction (1986)

Author: Glenn M. Linden, Dean C. Brink, and Richard H. Huntington

Publisher: Laidlaw Brothers

Reviewers: Maria Garza-Lubeck with the assistance of Alfred Moss and Lynn M. Burlbaw

Overview

This textbook has many features that could contribute to student understanding of American history, but these features are not fully developed. There is an impressive reference section at the end of the book, but after the first chapter, this section is rarely used. The narrative is seriously undermined by its minimal interpretation of events and issues. Its focus is on facts; it presents American history from an overly simplistic vantage point, thus draining the story of its complexity, richness, and dynamism. This text fails to do justice to representativeness--most of the material on minorities appears to have been inserted as afterthoughts rather than integrated into the text.

The Teacher's Manual contains many opportunities for student use; however, the scope and depth of these activities will require considerable teacher input and direction. The tests are stated to be comprised of generalized questions and higher-level thinking questions, but rote and memorization skills dominate. Students are tested on social studies skills with little instruction or guidance for learning those skills.

Very little stands out as extraordinary, creative, challenging, or stimulating.

This review is based on both the student edition and the Teacher's Resource Guide.

Criteria

1. Authority

American history is typically portrayed in traditional and even conservative fashion, with an almost undiluted stress of political and economic themes. There is little allusion to social, intellectual, or cultural history. Historical documents are used as evidence for statements. One hundred twenty-five pages of readings supplement the text. These readings, excerpts from historical documents, no doubt are intended to enrich the narrative. Unfortunately, references to the readings do not appear in the student version of the textbook. Except for a few references to the readings in the first chapter, the reference materials, maps, graphs, and charts are not referred to in the text.

The text does, however, remain true to furthering historical methods. Each of the four units concludes with an exercise entitled, "Applying the Historian's Skills." Included in these activities: Interpreting a Thematic Map (p. 130); Analyzing Organizational Charts (p. 262); Interpreting Oral History (p. 362).

2. Interpretation

A lack of consistency characterizes the interpretation(s) found in the text. In certain instances there is little indication or suggestion that history is a dynamic field of knowledge in which all the information is never available. At other times, contrasting viewpoints of historical events are provided. An appropriate example of the first point is the simplistic depiction (in an illustration, p. 337) of the capture of Nat Turner. The picture shows the neatly dressed white man, clean shaven, carrying a gun. Nat Turner is bearded, bare-footed, clothes torn, carrying a sword, and hiding behind a bush. The picture carrys a powerful, if not subliminal message.

- Within the context of "The Growing Nation" is an embarrassingly thin discussion of Blacks, American Indians, women, and Hispanics (pp. 266-285).

- Why the U.S. government failed to enforce the Fourteenth Amendment is not in the text (pp. 418, 423), but is found more than 200 pages later in the reference section.
- See "Conflicting Opinions" for an account of the differences between colonist and Indian views on the environment (pp. 53, 147, 255, 289); different views of slavery from former slaves and Northerners (p. 362); British and colonial viewpoints on the Proclamation of 1763 (p. 135).

3. Significance

Major events in American history are identified and presented. Some of the items listed as key objectives in the Teacher's Manual are given little emphasis in the text, while others are given adequate coverage. The chapter reviews are not closely correlated with the items on the chapter tests. Students who rely heavily on the review will probably have difficulty in passing the tests.

Although fully one fourth of the review for Chapter 9 consists of filling out a chart on the ratification of the Constitution, no questions on the test require this information. Another fourth of the review sheet requires students to determine the cause and effect relationship of paired events. This relates to the text only in that some of the same topics are tested but from a different perspective (matching and fact-versus-opinion test items). The significance of major events may be lost on the students when they score poorly on a test because it emphasizes trivialities.

4. Context

The text contains several key instances where context is lacking. For example, in Chapter 15, "Expansion to the Pacific," it is not specifically stated--not even in the discussion of Texas' separation from Mexico and later entrance into the United States--that for some Southern whites expansion was directly related to a desire for new American territories in which to plant slavery (pp. 310, 312-313, 314).

In a surprising departure from the norm, the text schedules a chapter on U.S. government (Chapter 10) immediately following the chapter on the Revolutionary War. This sequence enables students to focus on the structure of the government as a prelude to the Federalist Period.

5. Representativeness

Women and minorities are not portrayed significantly in this text. When they are presented, the emphasis is primarily on stellar personalities. On the whole, the inclusion of women and minorities is frequently sectional and isolated--a line here, a picture there, and, for the most outstanding personalities, a number of paragraphs or a few pages.

- Iroquois women (p. 46); Isabella (p. 62); Marina (p. 66); Salem witchcraft trials (p. 122); Sacajawea (p. 274); Harriet Tubman (p. 372).
- Chapter 19, "The Civil War," (pp. 386-407) contains nothing on the efforts of Blacks to join the Union Army or their contributions as soldiers after the right to fight was secured.

6. Perspective

The text attempts to acknowledge multiple perspectives but is undermined by simplifications and generalizations.

7. Engagement

The text is weakened by its failure to provide biographical sketches (i.e., more than a picture or a one-sentence statement here or there) of individuals as a part of the narrative. To have provided biographical sketches would have illustrated the impact of concepts, events, and controversies on the lives of all Americans. Most of the supplementary materials are packed into one section, "Readings," which, unfortunately, is located at the back of the book (pp. 433-550).

Students will be able to find special features throughout the text by looking for the bright blue headers that identify the 22 special information sections. These features provide the most engagement for students.

- Much of the excitement of history is lost because many of the events are condensed: the Boston Tea Party is covered in one sentence, p. 143; the rigors of life on the frontier and the explorations of the West are reduced to dry statements of occurrence, p. 309 (Fremont) and p. 311 (Donner party).

8. Appropriateness

The textbook has a readability level designation of .6 Raw Score and 8th Grade Equivalency. The sentence structure is uniformly simple. The frequent use of qualifying adverbs, coupled with the lack of a first-word subject, makes it difficult to develop or maintain any rhythm or speed when reading the text.

The substantial emphasis on lower level skills is evident from activity subtitles: checking facts, understanding main ideas, identify, define, explain. The student activities easily could have been more inspiring.

Title: Heritage of Freedom, Volume One: History of the United States to 1877 (1986)

Authors: Donald A. Ritchie, Margaret Altoff, and Richard Wilson

Publisher: Scribner Educational Publishers, Macmillan Publishing Company

Reviewers: O. L. Davis, Jr. with the assistance of Maria Garza-Lubeck

Overview

Heritage of Freedom, Volume One, is one of the most conventional textbooks among its competitors. This characterization is evident in the narrative, design, study activities, and exercises. The book disappointingly focuses upon reading, recall of information, and comprehension. It shows little concern that students should intellectually grapple with some complexity, confront some ambiguity, probe meanings, think about historical evidence, and know the drama and passions of events and persons as well as the commonplaces of history. The book is an example of an American history textbook from a period of schooling that has passed.

Criteria

1. Authority

By and large this text's account of history is accurate, but only occasionally is it linked to historical research and researchers. Historical conclusions are commonly asserted without attention to the complexity and evidence that lead to understanding--not an unusual comment, unfortunately, about most textbooks. The textbook conveys the message that it is a book of history, but it only flirts with and never successfully embraces the need for students to understand and employ historical methods as they study.

2. Interpretation

This textbook's interpretations are mainstream and tend to minimize controversy. It acknowledges that some historical judgments are problematic, unsettled, or controversial. Short on evidence for students to review, some of these declarations lead to no probing or inquiry. Many students may accept the statements as failures of interpretation. For example, "Ever since the Civil War broke out, people have debated what caused the war between the States" (p. 347) opens a summary narrative that adds little understanding of the issues but more about the Civil War disputants. Another opportunity to demonstrate historical interpretation is lost when the narrative flatly declares, "Even today, historians still argue why the freest colonies of any nation in Europe were the first to rebel" (p. 75), but does not attend to differing interpretations.

3. Significance

Overall, this textbook includes the principal turning points, events, and people of American history through the Civil War. Its major shortcoming is that its treatment lacks the depth that fosters understanding. For example, a review of Chapter 2 enumerates the weaknesses of the Spanish empire in the terminology of "do too much," "fixed and rigid," and "in a straight jacket." Eighth graders need additional information and clarification on these weaknesses to understand them.

4. Context

The narrative seems well set within the context of the period and place being treated. Presentism is avoided. For example, to aid understanding of Andrew Jackson's participation in duels, the narrative explains, ". . duels were quite common at the time. ." (p. 275).

5. Representativeness

This textbook achieves a fair representativeness in its treatment of women, Blacks, and Indians throughout, even though discussion of these groups appears in added sections or paragraphs. Other groups seem not as routinely covered. Stereotypes and simplism are largely avoided. A positive sense of America's roots is offered, rather than a romanticized past. In the "American Portraits" sections, prominent individuals are spotlighted; and, to the book's credit, several individuals who usually are not included in textbooks--such as Elizabeth Ann Seton and Brigham Young--are featured. Religious diversity and racial and national origins become an explicit dimension of the pluralism portrayed.

6. Perspective

Mainstream and consensual perspectives dominate this textbook. Other perspectives are most apparent in the documentary selections; unfortunately, these readings are not routinely referred to in the narrative or the chapter or unit exercises. This mainstream perspective is further illustrated by the graphic depictions of the separation of powers (p. 167) and how a bill becomes a law (p. 165). This is simplistic political science; it fails to acknowledge the realities of political behavior. In this textbook, both stability and change are evident, and history is developed chronologically.

7. Engagement

The exercises in this textbook are conventional: questions at intervals within each chapter and at the end of the chapter and unit reviews emphasize vocabulary, recall, identification, and comprehension. Most of the requirements in the "Practicing History Study Skills" features do not direct students to extend their knowledge but only to recall what they have learned in the chapter's section on "History Study Skills." These chapter sections are uncommonly well developed; however, their potential usefulness is frustrated by the anemic exercises that follow, none of which incorporate any of the skills presented in previous chapters. Students are not given the opportunity to deal intellectually and emotionally with the content. Reading and remembering, important to be sure, do not engage students like productive thinking and writing do. Such tasks are not explicit in the textbook.

8. Appropriateness

The narrative is thoughtfully written, but it reads like a textbook rather than engaging history. This textbook contains well chosen photographs and other visual aids. In general, this book is straightforward, but it does not invite students into the study of history.

Title:	History of the American Nation to 1877, Volume 1 (1986)
Author:	John Patrick and Carol Berkin
Publisher:	Scribner Educational Publishers, Macmillan Publishing Company
Reviewers:	O. L. Davis, Jr. with the assistance of Gerald Ponder

Overview

History of the American Nation to 1877, Volume 1, is an average textbook for this grade level. Its historical narrative is conventional but pedagogically appropriate. The sense of history is productive and should motivate teachers and students to pursue other study sources. The book is attractive enough to hold most students' attention, but teachers should recognize the book's several weaknesses and compensate for them with other sources. Its study questions and tasks are uneven.

Criteria

1. Authority

This textbook makes many and frequent references to scholars and scholarship. It includes numerous anecdotes and extracts from documents that add authenticity and authority. Examples include reference to archaeological inquiry (p. 6), Benjamin Franklin's remark about the promise of the new constitution and the certainty of "death and taxes" (p. 230), and an extract from a diary kept by a woman on the Oregon Trail (p. 376). The scope of treatment is conventional, and the book's narrative is supported by appropriately chosen photographs, maps, and charts.

2. Interpretation

The interpretations of American history presented in this textbook are generally standard, conservative, and dispassionate.

The text conveys the sense that American history is a story of unbroken human progress--"onward and upward" from lesser times to improved and perfected times. Even innately controversial sections such as the ones on slavery are muted. Historical color, sharpness, and drama are dulled in this conventional treatment. The vigor of varying interpretations is dampened by straightforward, discursive writing. Such objections must be tempered, however, by recognition that this book's audience is younger students. That major controversies and different interpretations of America's past may not be understood easily by younger students is an inadequate justification for excluding varying interpretations or dealing with the processes of historical analysis and interpretation.

3. Significance

The major concepts, events, and turning points in American history before 1877 are included in this textbook. The simple, straightforward narrative exacts a toll in significance and impact; events and movements appear to follow one another in an unbroken line, and distinction between them is not commonly explicit.

4. Context

The textbook does not develop rich contexts for the understanding of the complexity of real situations. Quotations, stories, and illustrations help to keep the students aware of time orientation. The meanings and judgments of the present are not unfairly imposed on the events and ideas of the past.

5. Representativeness

Women, Blacks, and Indians are obvious in this textbook. But more often they appear to be added to the conventional story of American history rather than integrated into a more complete story. The expected characters (e.g., Benjamin Banneker, Squanto, Frederick Douglass, Harriet Tubman, Tecumseh) appear in the expected places, but there is little sense of the lives of ordinary Americans, whether white, Black, Indian, male, or female. The diversity of the American population is seldom made apparent; treatment of the expansion of non-English settlement in colonial New York (p. 100) is casual. The immigration of Europeans to the United States (1840-1860) is presented as a textbook section, but the principal concept developed is prejudice against the newcomers by the native-born Americans (pp. 334-336). The Hispanic influence on the Southwest suffers serious neglect. The contributions of Hispanic Texans to Texas independence are absent. The treatment of Hispanics is from a standard Anglo-perspective, and it is not adequate. In this text, the major representatives of formerly underrepresented groups exist as appendages rather than as actors in U.S. history.

6. Perspective

The American history portrayed in this textbook emphasizes continuity at the expense of change, and conveys both the inevitability of progress and the homogeneity of American experience. This text misses the variety and flavors of the continuing immigrant experience and of the emerging American character. Separate sections and readings at the back of the book on American ideas, institutions, reforms, religion, and life attempt to correct these shortcomings, but their burden is too heavy. For example, Chief Seattle's moving speech (readings, pp. 107-108) simply is not powerful enough to counter the treatment of Indian claims (p. 373). This standard text pays too little attention to conflicts in American history and does not offer enough perspective on the meaning of being an American. Human and national motives behind territorial expansion are little explored. For example, U.S. acquisition of Florida (pp. 267-268) is presented only as honorable and as justified by Spain's failure to police it properly and halt the Indian attacks on American settlements in Georgia. No mention is made of American involvement in this process.

7. Engagement

Study tasks are suitable for average eighth graders, but few require students to think productively. Most require recall (For example, "Who wrote the following: Moby Dick, The Deerslayer?", p. 344) or low-level comprehension. Only some call for simple application (for example, locate on a timeline). Writing is neglected almost completely, and tasks that require thinking often are unclear (for example, "How were the writers of the mid-1800s influenced by geography?", p. 347). The study activities and questions, as well as the basic narrative and readings, are best used by highly motivated students. Materials do not encourage students to become engaged with historical content and historical operations.

8. Appropriateness

Although this textbook is not quite bland, it is neither challenging nor especially motivating or stimulating. The design features offer little that is specially attractive. Revision of chapter and unit activities would be a major improvement.

Title: The American People: A History to 1877 (1986)

Authors: Ernest R. May and Winthrop D. Jordan

Publisher: McDougal, Littell & Company

Reviewers: Lynn M. Burlbaw with the assistance of Alfred Moss

Overview

This book is both exciting and disappointing. It enriches the story of U.S. history with supplemental material. Primary and secondary source material is well integrated in the text. Previously underrepresented groups (women, Blacks, American Indians, and Hispanics) are presented in special features and photographs and in the narrative. Concern for the inclusion of these groups may account for the brief treatment of some events. An author's view of the important facts may not be the same as a teacher's or a reviewer's, but certain facts must be seen as essential to understanding the development of U.S. history. Some facts, usually thought to be essential, receive a cursory treatment (i.e., Boston Tea Party) while others, not necessarily accepted as central in the past, receive comprehensive treatment. This shift in emphasis adds a new dimension to U.S. history.

Some of the activities and exercises are disappointing--especially those that appear to be included to meet the requirements of state education agencies. It is difficult to see how cause and effect or connections between facts are engendered by having students correct incorrect sentences, such as "Columbus was the first European to visit the New World" (p. 75).

The teacher will have to monitor closely student progress through this book in order to ensure that students do not become overwhelmed by the wealth of information. Careful selection and development of ideas and topics will enhance student learning.

This review is based on the student edition.

Criteria

1. Authority

The authors use first-person sources for quotations and information in the chapters. These range from in-text quotations to information from original documents. Each chapter has a reading, found at the end of the unit, to accompany the information in the chapter. Throughout these readings and in the various citations in the text the original words are used with modern translations. One unusual touch is a page of comments by the two authors about why they became historians (p. 18).

- For in-text examples, see quotations on: pp. 30, 129, 341, 438.
- Original spellings and words with explanations: held bound (slave), thought most meet (appropriate); dread (honored), p. 145; grapnel (anchor), p. 101; contraband (smuggled goods), p. 408.

2. Interpretation

Various interpretations of historical events are included, but the depth of analysis about events is not always even. There are some pleasant surprises in the book. The "Focus Page" found at the end of each lesson is informative and provides students with interesting and provocative material. Controversial topics are included: slavery, the role and place of Blacks, the role of slavery and sectionalism in the history of the United States during the 1800s up to the Civil War, and religious dissidence. The history of the Church of Jesus Christ of Latter-Day Saints receives comprehensive and balanced treatment. Coverage of the Boston Tea Party and the Committees of Correspondence, on the other hand, receive brief treatment (pp. 234-235).

- Students will be surprised to learn that Chinese monks may have visited North America in the sixth century. This information is in one of the "Social Studies" skills pages on the discovery of America (p. 60).
- A feature entitled "Ideas and Revolutions" discussed

the origin of the controversial concept of Natural Rights (pp. 332-333).

3. Significance

Important events in the United States are unevenly covered. Often, students are not told why events were important or how they affected later historical events.

The addition of a "Focus Page" at the end of each section in a chapter, while enriching the material, may overwhelm the student with material that obscures the chronological flow of American history. Some "Focus Page" material is very good and contributes to the student's understanding of American history. For example, on the following pages, Focus Pages illustrate the diverse nature of the people of the United States: "Hispanics Today," p. 54; "Views of the Land," p. 214; "Dear Diary..." (women on the frontier), p. 459.

4. Context

Ideas, people, and events are presented in terms of the times. Contexts are given even when the presentation may be brief and the significance to subsequent events is slighted.

Contemporary values are not applied to events happening a hundred or two hundred years ago. References are made in the text to ideas, events, or people presented in earlier chapters.

5. Representativeness

This textbook, like most of the others being reviewed, contains more information on minorities, women, and other dissident groups than has been the practice in the past. Each chapter and a majority of the lessons incorporate the role of women and their feelings about the events of the time.

American Indians, Chinese, Mexican Americans, and other immigrant groups appear in the text in varying degrees.

The "Social History" sections contain stories of both famous and ordinary people. Famous people are shown to have come from ordinary and simple beginnings. The "Social History" sections trace the story of families over many generations (Adams family for nine generations).

- Several interesting accounts of events from women's points of view are included in the readings and on a feature known as Focus Page: "A Letter to the Editor" (p. 177); "Lucy Stone's 'Solitary Battle'" (p. 452); and "Dear Diary..." (p. 459). Social history entries include "Mary Read--Pirate!" (p. 83); "Americans from Africa" (pp. 126-129); "Outsiders View the Dream" (pp. 183-185); "The Women's Rights Movement" (pp. 448-449); "The Chinese Immigrants" (p. 480); and "The Machado Family" (pp. 490-492).

6. Perspective

The story of the United States is a chronology of loosely related events. The perspective of the various participants is preserved, but many events are not put into perspective of what we know now about succeeding events. Differing attitudes about factors affecting life are presented, especially attitudes about the environment.

The lesson on slavery specifically and forcefully presents slavery as a moral issue. The economic effects of slavery are mentioned in the discussion of the cotton industry (pp. 399-401) and again in the first section of Chapter 26, "The Curse of Slavery (pp.497-500).

7. Engagement

This book will be either extremely engaging or extremely confusing, depending on the students' reading level and conceptual skills. The material and ideas presented in the lessons are neither complex nor difficult, nor are they evenly developed throughout the text. Some topics are well developed (e.g., Mormons, pp. 456-457), while others are only briefly mentioned (e.g., Boston Tea Party, pp. 234-235).

Each unit is introduced with a timeline that relates the events in North America and the United States to events in Europe and other places in the world and a brief statement, "Linking Past to Present." Each unit concludes with a reading for each chapter in the unit, a section entitled "Global Connections," and a "Social History" which traces the history of an American family from the colonial period to the present.

Unit reviews summarize the main ideas of the unit under historical, economic, political science, and geographic headings. Students are asked to link past to present, interpret pictures, make connections, and use the global timeline to answer questions.

The textbook is colorful with red type for headings (chapter, lesson, enrichment, and focus pages) and blue vocabulary words both in the text and when introduced at the beginning of a lesson. Vocabulary words are identified for two reasons: some are important chapter concepts, others are identified to help students learn unfamiliar words.

At the end of each lesson are the best questions asked of students. Each review contains questions that require more than one word answers (sometimes only a series of facts but never only one) and a challenge question that invites the student to think and apply the material to situations not found during the historical period (e.g., "If you were a U.S. diplomat to a Central American country, what historical facts could provide you with an understanding of the people?" p. 53).

8. Appropriateness

This textbook is loaded with topical information. Eighth graders, though, may not have the skills required to use this textbook and assimilate the information. Lessons are appropriate for one or two days of instruction. Each chapter has a summary and review. The reviews include higher level thinking skills and history skills. The text is easy to read, with new words identified at the beginning of each lesson and highlighted in blue in the text.

The organization of the book may be difficult for eighth graders. The many interspersed pages ("Focus Page", "Social History", "Global Connections", and "Unit Readings"), while adding color and depth to the book, may make it difficult for students to know where they are in the history of the United

States. The "Perspectives" chapters at the end of each unit may cause students confusion since they cover the period of the whole unit in a global, rather than a chronological, manner. Although the overviews of geography, economics, and government are useful for establishing context, less able students may be confused and lose the sequential significance of many historical events.

Title: United States History, Volume 1:
Beginnings Through
Reconstruction (1986)

Authors: Henry N. Drewry, Robert P. Green, Jr.,
Thomas H. O'Connor, Laura L. Becker,
Robert E. Coviello

Publishers: Charles E. Merrill Publishing Co.

Reviewers: Gerald Ponder with the assistance of
Alfred Moss and O. L. Davis, Jr.

Overview

When a reviewer sees a history text with five authors, there are immediate concerns that the narrative will not be smooth and continuous, that interpretations will represent consensus or compromise, that the book will lack depth and point of view, and that conflicts in the fabric of American history will be muted, if for no other reason than to keep peace in the writing family. Most of all, there is a concern that the text will be uneven in its presentation.

Unfortunately, these concerns were justified in this text from Merrill. In fact, the editors and layout staff seem to have accentuated the problems of multiple authors by numbering and boldfacing the titles of the sections.

There are some good features in this text, but many are not stressed. The authors use big concepts like "opportunity" and "democracy" to characterize their units, but the concepts are not carried through as consistent themes. There are some beautiful and expressive visuals, such as the painting of Revolutionary soldiers pushing a cannon through snow (p. 122), but students are not asked to use them. Most captions, in fact, do not relate directly to the pictures at all. There are skills sections, but they are not joined into a program of skills development. And there are features like "Profiles," but these are bland textbook sketches without the words or pictures of the subjects.

In all, this book is a piecemeal effort--not wrong, but not right. The book will not attract young adolescents to the study of history, nor will it enlighten them greatly. Instead, students may well get the idea that American history is a patchwork quilt of consciously different fabrics and colors with little, if any, thematic unity.

Criteria

1. Authority

Two things are striking about this book: the number of authors (5) and the choppy appearance of the text. Questions quickly arise as to whether this book was put together by a committee. The credentials of the individual authors vary considerably. The text often is terse and "mentions" rather than elaborates.

- The backgrounds of the authors range from professors of history at three different universities to the chairman of a high school social studies department.
- The text mentions facts and states generalizations, at times without elaboration. For example, the following sentences appear on page 340. "In 1848, the Democrats chose Senator Cass to run for President. The Whigs chose General Zachary Taylor, who was well-known from the Mexican War, as their candidate. Neither party would take a stand against slavery."

2. Interpretation

The text units are organized around big concepts like "Opportunity," "Democracy," "Expansion," and "Division" to characterize different times in history. This approach is an admirable effort to get students to expand their thinking. The "new" history of women and minorities, as well as some social history, is included.

- The Teacher's Edition gives suggestions for using the painting on page 20 to get students to think about the idea of opportunity and to generate examples of the idea as an introduction to the unit entitled "Opportunity." Similar suggestions appear elsewhere to support the themes.

- Features called "Profiles" appear throughout the book to give thumbnail sketches of important and not so important people. A number are of women, Blacks, and Native Americans such as Frederick Douglas (p. 337); Anne Bradstreet (p. 106); and Tecumseh (p. 217).

3. Significance

The indicators for this criterion are that major events and ideas are treated in sufficient depth for students to develop an understanding of their significance and a realistic portrayal of the times. Further, the criterion calls for the book to be more than a storehouse of facts and for it to stimulate students to consider ideas and issues.

This book gets low marks on depth and stimulation. It reads like a compendium of facts and generalizations. The numbered, boldfaced sections seem like separate entities with little relation to each other. Even the questions in the margins, which the publisher touts as reading aids, are heavily oriented toward factual recall of generalizations stated in the text, such as the questions on page 334.

4. Context

The criterion of context indicates that the textbook should avoid presentism and provide students with a reasonable picture of the texture and complexities of the time. The Merrill text again seems to have missed several opportunities in an effort to control the reading level.

- The Ku Klux Klan is presented in one brief paragraph, the main idea being that Klansmen were "trying" to scare Blacks and their supporters (p. 386).

- The early sections on exploration do not give a full picture of the global context of American exploration. Instead, the exploring nations are presented one after the other with little relation to a larger view.

5. Representativeness

There is nothing really wrong with this text under the criterion of representativeness, but that is far from saying that the text is really right. Again, the problem stems from missed opportunity.

- There are women, Blacks, and other minorities in the pages of the text, but they are not integral parts of the story. Instead, they appear largely as additions.
- In a smaller matter, pronunciations of Spanish and French words are not given in the text.

6. Perspective

The criterion of perspective suggests that the text develops a story of change and new meaning. The decidedly choppy nature of this narrative prevents the kind of flow and continuity required to meet this criterion.

7. Engagement

The exercises at the ends of the chapters are heavily fact-oriented, as indicated by the titles of two end-of-chapter sections, "Reviewing the Facts" and "Understanding the Facts." The questions in the margins of the text, although appearing often to be thought questions, in reality almost always are questions asking student to isolate facts in the text. The skills sections seem independent and thin and do not lead to sequential skill development.

8. Appropriateness

This text gets low marks on the criterion of appropriateness, for it is not stimulating and is too often a boring presentation of unintegrated facts. The visual message of the text is that it is choppy and full of sections that are not clearly related. The editors mistakingly judge pumpkin orange and pea green to be the latest color fads among adolescents.

Title:	A History of the Republic, Volume 1: The U.S. to 1877 (1986)
Authors:	James W. Davidson and John E. Batchelor
Publisher:	Prentice-Hall, Inc.
Reviewers:	O. L. Davis, Jr. with the assistance of Maria Garza-Lubeck and Alfred Moss

Overview

A History of the Republic is not one of the strongest books available for eight graders, although it is appropriate for that level. The sense of history portrayed is too one-thing-after-another. Other problems are the text's flat, unimaginative presentation and its failure to suggest alternative views. Self-conscious nationalism pervades the text, detracting from its critical perspective. Interpretations are not as well drawn as in other books at this level. For example, interpretations of the relationship between the United States and Mexico are not adequately sensitive or complete. The book contains some assignments and suggestions for study that are designed to foster thoughtful engagement in historical study, but these interpretive tasks are overshadowed by an emphasis on comprehension and memorization.

Criteria

1. Authority

The sense of history portrayed in this middle school U.S. history textbook is modern and accurate. The text avoids simplisms as it successfully narrates and interprets historical events. For example, the section on Columbus's discoveries emphasizes contemporary knowledge of distances and the sphericity of the earth while describing in understandable terms the years that Columbus spent pleading for financial support of his voyage (pp. 55-59). There are some over-generalizations. For example, the text credits new inventions with sparking the Industrial Revolution (pp. 266, 333) without identifying or discussing other important factors, such as labor and capital availability.

Careful distinctions are made between primary and secondary sources in the narrative, the readings, the illustrations, and the study tasks and assignments. Illustrations throughout the text reveal the primary sources from which historians interpret and extract meaning from visual sources.

2. Interpretation

This textbook follows a conventional, chronological framework. The book contains abundant facts, but they do not preclude interpretation. Ethnic minorities and women are treated sensitively. Complexities are sometimes reduced more than serious scholarship supports, but the thoughtful teacher must remember the necessary scope (coverage) and detail appropriate to both the course and the students. The book consistently emphasizes political history without suggesting alternative ways of viewing history.

3. Significance

In a textbook, hard choices must be made about the significance of events, ideas, and persons. Historians recognize this problem and must make choices on the basis of turning points, major concepts, and meaningful, even symbolic episodes. By and large, this textbook recognizes the distinctions between facts and significance, and significance usually wins. The understandable desire to leave out nothing of critical importance sometimes produces a situation in which facts seem to tumble over themselves. The student and teacher are helped, in all cases, by reference to the guiding concepts and turning points which highlight chapter and section headings in this text. A large selection of primary documents adds realism to the narrative. Emphasis on individuals allows for the inclusion of women and minorities.

4. Context

Though attention is given to context, it is not routinely prominent. Terms and ideas shift meaning over time. Some matters of context are presented well and enable the student to set an event accurately in time, place, and circumstance. The "mood" of most periods is also well presented. Meanings and judgments of any sort are rarely imposed (unfairly or otherwise) on past events.

5. Representativeness

The pluralistic sense of American life throughout its history is ambivalently portrayed. Representative individuals and groups figure throughout the book. There is unevenness in presenting a sense of emerging prominence to some groups, especially the Mexican Americans. Although the authors consistently acknowledge the contributions and experiences of women and racial and ethnic minorities (albeit sometimes straining to do so), an anti-labor stance is suggested throughout the book. As a result, traditional labor complaints are discounted and labor history is rarely considered. An economic conservatism influences the text. On the whole, the diversity of the American experience is asserted and a sense of positive identity emerges through the narrative.

6. Perspective

Continuity and change are both stressed in this book. The narrative, readings, and assignments call attention to differing views of the same events. Also noted are the frustrations and achievements of being an American at different times in our history. But, the text's perspective is flawed by its lack of interpretiveness as well as its myopic view of American history. A few features aid the book's usefulness. U.S. foreign policy, in particular, is lauded quietly.

7. Engagement

This text is written mainly in simple sentences, using common words and larger type, all of which enhance its readability for eighth graders. Study tasks consistently call for memory, identification, and comprehension. Critical thinking activities, extension tasks, and assignments to employ historical methodology (e.g., understanding symbols distinguished from literal representation) are among tools which should engage students in study. The text is designed to stimulate poorly motivated students as well as to attract students who already are motivated to the study of history. The abundant illustrations, most in color, serve pedagogic purposes other than decoration by helping to indicate that history is truly a human experience. The sections on "Thinking About History" should be especially helpful, but their value is not restricted to above-average students.

8. Appropriateness

This textbook reads like a textbook. It is not badly written nor is it "watered down." The narrative does not invite students sufficiently to become involved in episodes or to participate actively in consideration of historical issues. On a number of occasions, however, its writing succeeds in portrayal as well as in straightforward statement. The book would have been stronger had this occurred more often. The visual messages complement the narrative.

This textbook may well expect too little of students. It seems to stress its role as a kind of "reader" rather than a "history." Yet, most teachers in most schools understand the history textbook as a book to be read and read in segments. This book fits that understanding of the textbook's role.

Title:	Land of Promise, Volume 1: A History of the United States to 1877 (1986)
Authors:	Carol Berkin and Leonard Wood
Publisher:	Scott, Foresman and Company
Reviewers:	Lynn M. Burlbaw with the assistance of O. L. Davis, Jr.

Overview

This textbook is well written. In fact, the text is better by far than many of the supporting exercises, worksheets, and tests, which are conventional or worse--unimaginative. The book emphasizes reading and remembering.

Through this text, students can learn that American history is something more than a long list of dry facts about things that happened a long time ago. The rich variety of supplementary materials provided in each chapter--"From the Archives," "Geographical Setting," "Visiting the Past," "Life in America," and the "Presidential Gallery"--will pique the interest of eighth-grade students. The special features are bonuses that help bring to life both the high drama and the routine of the changing lives of Americans and their nation's history.

The book avoids the presentation of history in a chronological, one-thing-after-another manner and stresses instead the selection of some of the important ideas, events, and movements in the first half of U.S. history. Students will find the book both substantively rich in historical content and engaging to study as a basis for thinking, writing, and discussion.

The visual layout of the text, while appearing overly wordy, has attractive color sidebars and special interest pages. The design of the book and illustrations enhance the narrative. The in-text references to the "Source Readings" at the back of the book should make it easy for students to find the reference materials.

Land of Promise, Volume 1, is a good textbook for both teachers and students. By using the enrichment worksheets for the average students and challenging higher achieving students with supplementary materials, the teacher can make good use of this text. The book should engage students in the study of American history and foster productive thinking about significant concepts and generalizations about individuals, institutions, and periods.

This review is based on the student and teacher editions and the Teacher's Resource Book.

Criteria

1. Authority

Historical authority for this textbook is evident from several features. Each chapter contains primary and secondary quotations that are integrated in the text as well as highlighted in special features (see special features, below).

The "Source Readings," "letters, speeches, autobiographies, histories, and other primary and secondary sources (p. xiv)," enable students to relate primary and secondary sources to the narrative as well as to differentiate between the two kinds of historical evidence.

Differing historical interpretations are presented that reveal how historians derive different conclusions from the same data. For example, the caption to Leutze's popular painting, "Washington Crossing the Delaware," calls attention both to the painting's inaccuracies and to its sense of high drama and warm appeal (p. 167).

- Special features in "From the Archives" include Columbus Announces His Discovery (a letter from Columbus to Luis De Santangel, February 15, 1493), p. 7; The Beginnings of Slavery (passage from a court case which tells how slaves were treated), p. 102; The Trail of Tears (excerpts from eyewitness descriptions of the forced march of the Cherokee Indians), p. 299; Resolutions from the Seneca Falls Convention, p. 323; Emancipation Proclamation, p. 390.

- "Source Readings" are found at the back of the textbook (pp. 469-569). Each reading is referenced in the text with a diamond-shaped symbol. The readings are followed by questions or suggestions for student activity to explore or reinforce the knowledge presented in the reading.

- Whenever changes in the original document are made, the students are informed: "Spelling and punctuation modernized" or "Original spelling retained" (p. 471) and "Original spelling retained. Punctuation modernized" (p. 476).

2. Interpretation

Major events of the times are presented and explained as best historians can; the unavailability of historical evidence is admitted and its absence used to write a more competent account of events (see Queen Isabella, the Boston Massacre, and Roanoke Colony below).

Events of early history are treated in a balanced way without undue emphasis on either tragedies or glories of the past.

Native Americans are treated fairly. This treatment relates contemporary motivations to subsequent events and judgments. Several topics receive extended treatment in order to preserve accuracy and sensitivity in the face of complexity (e.g., Jackson's removal of Indians, pp. 297-299).

Slave and free Black people and their experiences are treated sensitively in light of the full historical record.

- On Queen Isabella, "We do not know why, but Queen Isabella changed her mind" (p. 3).

- On Roanoke Colony, "When at last he got back in 1590, the settlers were gone. The word 'Croatoan' carved on a post was the only clue to their fate. Possibly they had gone to live with the Croatoan Indians who lived nearby. But no trace of the settlers was ever found" (p. 31).

- In reference to the Boston Massacre, "Someone in the crowd threw a club that knocked a soldier to the ground. What happened next is hard to know. A shot rang out. Did the soldier's musket go off as he fell? Then a shout of 'Fire!' was heard. Muskets went off... "Who had given the order to fire on the crowd? Captain Preston swore he had not. A jury found the soldiers innocent of murder. But, the Boston Massacre, as this event was labeled, was not forgotten by the colonists" (p. 145).

3. Significance

The 18 chapters in this textbook present good coverage of U.S. history. The diversity of early Americans (pp. 12-21) and the variety of immigrants to this country are shown. Major trends and occurrences are listed, and the resulting influence on U.S. history is shown (see major trends and occurrences, below). The significance of major eras and turning points within those eras are highlighted.

The settlement of the eastern seaboard by colonists is presented as a series of social experiments by reformers and visionaries of the time. How the visionary nature of early Americans continued throughout the development of the nation is not clearly stated in the text, nor is it clearly discussed or explained in the references to Manifest Destiny as a driving force in United States history.

- Major trends and occurrences: the reform movements of early 1800s (pp. 314-323); inventions (p. 362); the changes in political alignment and feelings from the Missouri Compromise through the 1854 Kansas-Nebraska Act (p. 367); and the Emancipation Proclamation and its importance in both North and South (pp. 390-391).

- Major eras: Age of Jackson (pp. 289-303); Texas independence (pp. 338-340); Reconstruction (pp. 405-421).

- Students will be interested in the complete treatment of the Georgia colony as a penal colony, a proposed solution to poverty, and a buffer zone between the Spanish, Indians, and South Carolina (pp. 74-77).

- The experimental nature of William Penn's colony will appeal to students (pp. 70-72).

4. Context

The events of history are explained in terms of the times and the people involved. Present values and beliefs are not imposed on peoples of earlier times. Oral histories are used to provide flavor and texture. Dialect, punctuation, and spelling are retained in many of the entries and changes to the original are indicated by ellipses or brackets.

The effect of slavery on sectionalism appears at various places in the book and is treated extensively (pp. 357-375). The discussion in Chapter 16 entitled, Lincoln Considers Slavery Legal, clearly presents the Civil War and the issue of slavery in the United States (p. 388).

Students are referred to materials presented in prior chapters to refresh their memory and provide context. In one of the "Life in America" selections, the exploits and contributions of the pirate Jean Lafitte to the Battle of New Orleans are presented without romanticization (pp. 276-277).

- "Jean Lafitte's help in the Battle of New Orleans was not the result of patriotism or love of liberty...When the War of 1812 broke out, Lafitte had no feeling for either side. So both the British and Americans tried to gain his help. The British offered 30,000 pounds and a captaincy in the Royal Navy. Jackson offered a pardon for his acts of piracy. Lafitte took the pardon, and the rest is history."

5. Representativeness

The authors have called attention to the many people who contributed to the development of the United States. Women are portrayed as having a significant role in the development of America. This portrayal is found in the text, the pictures, and the "Source Readings."

Treatment of Blacks' experiences, both as slaves and free, is fair and unromanticized. Contributions of Black people are noted throughout the major periods.

Although not every group is represented, the variety included enables students to recognize the importance of real people, ordinary and famous, engaged in their work and leisure and in the continued development of the nation. Hispanic Americans are treated briefly during the period of Spanish exploration and during the Texas Revolt and the Mexican-American War. Coverage of Native Americans is better and more thorough.

- Women in the text: (pp. 20, 31, 64, Anne Hutchinson; p. 149, Mercy Otis Warren, a leader of the revolution; p. 169, women in the Revolutionary War; p. 215, colonial businesswomen; pp. 277, 320-322, women in the reform movements), pictures (pp. ii, ix, xi, 20, 115, 118, 149, 170, 302, 321, 389, 398), and writings in the sources (pp. 483, 486-487, 491-492, 532, 534-535, 560).

- Blacks as freemen in the text: (pp. 35, 84, 99-103, 145, 389, 419), pictures (pp. xvii, 94, 103, 389, 420, 452), and the sources (pp. 520-521, 545, 548, 565, 567-568). Blacks as slaves are found in the text (pp. 35, 99-103, 357-360, 388) and in the sources (pp. 482, 533-534, 545).

- Native American Indians are shown throughout the text with narrative (pp. 12-21, 123-125, 134-135, and the Trail of Tears, pp. 297-299), pictures (pp. 17, 47, 71, 267, 298-299, 519, 537), and in the sources (pp. 466-467, 469, 472, 474-475, 487-488, 519). Nothing is said about the Indian contribution to the Jamestown settlers during the "Starving Time" (p. 47), but Squanto, who helped the Pilgrims, is described as "an English-speaking Indian" (p. 62).

6. Perspective

Students are given ample material in both the text and the enrichment activities to learn how people of earlier times thought and felt. This is available not only in the "Source

Readings" but also throughout the text in the sidebars and pages entitled "The Geographic Setting," "Visiting the Past," "Life in America," and the "Presidential Gallery."

Understanding of the expansion and restrictions of freedoms for Americans is fostered through direct and carefully written text (e.g., workers in the colonies, pp. 99-103; elite and middle-class people in the colonies, pp. 104-105; religion, leadership, and government in the colonies, pp. 110-122.

Attention is appropriately given to the roles of women and women's rights with text, photographs, and illustrations (pp. 83, 118, 149, 169-170, 214-215, 320-323, 404). There is less attention to other minority ethnic and religious groups (e.g., Mexican Americans, pp. 344-345 and Mormons, pp. 309-310, 346-348) than there is to women and Blacks.

7. Engagement

This textbook is well written. The amount of narrative on each page may appear formidable to eighth graders, but it is very readable. The maps, although colorful and carefully placed to supplement the text, are small and sometimes difficult to read (pp. 66, 88, 297). Students will enjoy reading the supplementary material and looking at the timelines presented at the beginning of each chapter. The supplemental charts and pictures are colorful, attractive, and usually easy to understand.

Sections on "Special History Skills" at the ends of chapters enable students to work through exercises using knowledge from previous study and engage in authentic historical operations.

Some of the "Chapter Skills and Activities" are or will appear to students to be busy work. Most study tasks emphasize reading and recalling information. Critical reading and thinking are accorded slight prominence in end-of-chapter activities.

Many of the activities presented to teach social studies skills have insufficient or confusing instructions, and the Teacher's Edition and Teacher's Resource Book do not help a teacher teach the skills but only instruct them that they should.

Worksheets provided in the Teacher's Resource Book consist largely of filling in blanks, unscrambling words, and filling in charts. The worksheets, which are composed almost entirely of text, are not visually interesting to students. Enrichment worksheets are not significantly higher in intellectual level, although they may be more complex. "Directions: Below are four groups of mixed up words. Each group of words creates one sentence about the Magna Carta. Look at the words and try to unscramble the word traffic jams. Then write the sentence on the lines provided" (Enrichment worksheet, p. 174, Teacher's Resource Book).

The tests are very simple and test primarily lower thinking skills. Multiple-choice and matching exercises are predominant. Essays are listed as optional extra credit on the tests. The tests are poor in terms of either fairness to the students or test theory.

8. Appropriateness

This textbook is well designed and written. The underlying arrangement of material and ideas is well done. Most of the illustrations add to the narrative rather than being only decorative; the use of color bars aids in the recognition of textbooks elements. The end-of-chapter activities, tests, and worksheets are not as rich or well thought out as the text.

The text would be appropriate for high-level students but would appear formidable and extremely difficult to students below grade level in reading and achievement. The text has not been simplified through the omission of complex ideas or words. The narrative is cohesive, readable, and interesting. It is not "dumbed down," even though the narrative is characterized by an informal style.

The "Atlas," consisting primarily of United States maps, is not related to the text in any concrete way (pp. 572-588). The glossary is well done, giving both extended definitions and the location of the first reference in the text.

Title: One Flag, One Land, Volume 1: From the First Americans to Reconstruction (1986)

Author: Richard C. Brown and Herbert J. Bass

Publisher: Silver Burdett Company

Reviewers: Alfred Moss with the assistance of Maria Garza-Lubeck

Overview

This good book has a great deal of factual substance and a serious concern for conveying the cultural, ethnic, and racial pluralism that is reflected in American history. Although its authors are unafraid to interpret, assess, and render judgments, they are neither accusatory nor inflammatory. The book would be strengthened by a more aggressively interpretive style that conveyed the message that some aspects of American history are unclear, debatable, and in need of further research and reflection.

Throughout, the book incorporates the histories and contributions of American cultural, racial, ethnic, and gender subgroups. One of its strongest features is its integration of women's history. And, while the book appropriately celebrates the nation's achievements and victories, it also notes the major tensions and strains that have affected American history.

The visual material is adequate and, in most cases, enhances the readings. There should, however, be improvement in this important area. It is also disappointing that little is done to acquaint students with historical methods, historical analysis, and the reasons for studying history.

Nevertheless, despite these shortcomings this book lives up to its publishers' claims that it will hold student interest.

This review is based on the student edition.

Criteria

1. Authority

The two major authors, who are academic historians, and their supportive team maintain a healthy balance in their presentation of skills and perspectives. The result is a text that consistently conveys a sense of history that is modern, accurate, and linked to authoritative research. The major disappointment is the failure of the writers to include material that conveys an understanding of historical methods, historical analysis, and the reasons for studying history.

The Declaration of Independence is described as important because in 1776 "it had an immediate effect on the undecided" and because "throughout the world. . .[it] is the best known American document" (p. 184). Although this statement is convincing, no examples are offered. Linking the Declaration to the thought and aspirations of Americans living in 1776 and to the ideas of leaders and thinkers in other nations would have strengthened the narrative and demonstrated the process of historical inquiry.

2. Interpretation

All relevant historical events are presented, but unfortunately they are presented with a minimum of complexity and little indication of alternative interpretations. Perhaps conscious of this weakness, the authors state in the preface that no two-volume account of the history of the United States could tell everything that has happened in the past and that the study of history is never ending. Although students are urged to "be on the look-out for books, movies, television programs, and vacation trips that can add details and color to information" within the text (opposite page 1), this does not make up for the failure to produce a more complex and interpretive work.

- In the section "The Issue of Slavery," this statement appears: ". . .opposition from some southern delegates kept the convention from writing into the new constitution an end to slavery throughout the United States" (p. 216). There is no discussion of why some Northerners who were opposed to slavery acquiesced, or that some white delegates from the South also disliked slavery, but thought that the institution would die out on its own.

- Life "On a cotton plantation" (p. 407-408), in a section entitled "How Americans Lived, 1850," discusses only the white planter elite. An opportunity is missed to contrast the lives of this group with those of their slaves and to explain how one way of life was linked to and interwoven with the other.

3. Significance

This book is historically accurate and makes a major contribution by avoiding stereotypes about minorities. It is strongest in its discussion of women. Greater depth is needed in the treatment of ethnic, racial, and cultural minorities.

For the most part, the book's skills sections are strong and present materials that should elicit positive learning responses from students at a variety of ability levels. Chapter and unit reviews allow for student activities ranging from simple memorization and location skills to higher level analysis and application skills.

- The life of Harriet Tubman is used to contrast life in a major American city with life on a Maryland plantation (pp. 406-407). Very little is done to convey the complexity of the two locales or to capitalize on the marvelous opportunity for contrasting the lifestyles of free and slave Blacks, North and South.

4. Context

The standards of this criteria are met minimally in the running narrative but excellently in the book's many superb illustrations and in the special sections that contain biographical sketches. For especially good examples of the latter, see pages 272-273 where, through pictures and brief but skillful biographical sketches, the lives and times of John C. Calhoun, Daniel Webster, and Henry Clay are presented.

Although the individual chapters do a good job of featuring vocabulary words, activities, skills practices, and key facts, there are occasional lapses in the area of skill development. For example, all of the questions in the section "Environment Shapes the Way of Life" (pp. 33-37) feature "what" questions, which stress only memorization and location skills (p. 37). They include the following:

1. In what ways did the environment affect the culture of the North American Indians?

2. What development changed the way of life of the Indians on the Western Plains?

3. What did the Indian civilization lack in their clash with Western Civilization?

4. What were the strengths of Indian cultures?

5. What contributions have been made by Indians to modern American life?

5. Representativeness

Generally, the book's thin narrative style makes the presentation flat and one dimensional, which limits the intellectual impact of the material presented. For example, the following statement appears on page 363: "In 1833 abolitionist leaders organized the American Anti-Slavery Society. These leaders were influenced by the Jacksonian emphasis on equality as well as by humane concerns. As the movement spread, the American Anti-Slavery Society gained 200,000 members. Nevertheless, in spite of these efforts, slavery and racial discrimination continued."

Despite such problems, the text reflects a refreshing, culturally pluralist perspective. As noted above, the role of women in U.S. history is well addressed and integrated into all the chapters rather than tacked on at the end in reference sections. There is also a balanced account of the plight and contributions of American Indians. The authors do not hesitate to describe the cruelty of American policies toward Indians; note, in particular, the section entitled "Cruel warfare" (p. 414).

6. Perspective

Because of the thin quality of the narrative, the standards of this criterion are met minimally. For example, the description of Black military service in the Civil War says nothing about the efforts on the part of Blacks, from the war's start, to gain admittance to the U.S. armed forces in order to establish claims to freedom and equal rights at its conclusion. Nor does the text discuss the inequities suffered by Blacks once they were admitted to the military services (p. 488).

At the same time, the perspective offered on historical events is reasonably balanced and avoids jingoism and chauvinism. For example, the section entitled "Mexican generosity" (p. 445), which traces the history of Anglo-American settlements in Texas when it was a part of Mexico, describes the large amount of land given to the settlers and their exemption from taxation for six months. In return, the settlers agreed to become Mexican citizens and convert to Catholicism, which few did. Another example appears in a summary comment on Black slavery: "Even decent treatment by most slave owners, however, could not change the fact of slavery. The fact was that one human, the master, had nearly total power over another human being, the slave. There was no control of a master's use of force. . .the cruelest part of the slavery system was the breakup of families for sale" (p. 475).

The photographs used in this book also enhance the culturally pluralist tone of the text. There is a photo of Major Martin Delany, the highest ranking Black field officer in the U.S. Army during the Civil War (p. 488). And a picture of members of the Ku Klux Klan preparing to hang a white man (p. 516) makes the point that the KKK attacked anyone who disagreed with their philosophy and tactics. The message here, of course, is that Blacks were not the only KKK victims but that violence toward one spawns violence towards others.

7. Engagement

The text is written in an easily readable manner. The layout is visually attractive, and there is liberal use of photographs, charts, maps, and timelines. Profiles of key figures in U.S. history, male and female, are interspersed throughout the text. The activities are generally challenging and appropriate to grade level. Yet, the fact still remains that the lean narrative leaves little for the student to draw on in order to make the best use of questions, reviews, and other resources. For an example, see Chapter 15 (pp. 480-489), and the "Checkup" (p. 489).

8. Appropriateness

The standards of this criteria are met adequately. The activities range from simple to more complex, which allows all levels of students to participate. A good reference section at the end of the book includes a "Biographical Dictionary" of famous figures in American history, an atlas, a glossary, a chart of Presidents and Vice Presidents of the United States, and "An American's Creed" (pp. 568-591). Since the latter cannot be justified on historical grounds, it is a curious addition, which should be deleted. The reference section includes a segment called "Looking Ahead," which is a useful capsule summary of key events from the Civil War to 1980 (pp. 568-569).

U.S. History Textbooks
Grade 10

The reviews that follow are of textbooks published for use in high schools, usually Grade 11. However, more school districts are following the lead of the Texas Board of Education, and offering the course earlier, at Grade 10 or sometimes Grade 9. Most of these books treat U.S. history chronologically from a time just following the end of the American Civil War to the present day as the second in a two-volume set (series). Three books are complete and cover the whole of U.S. history. All are designed for use in a year-long course of study and assume that students have had previous courses in the subject.

Title:	United States History from 1865, Volume 2 (1986)
Author:	David C. King, Mariah Marvin, David Weitzman, and Toni Wiggins
Publisher:	Addison-Wesley Publishing Company
Reviewers:	Maria Garza-Lubeck with the assistance of Gerald Ponder and Alfred Moss

Overview

Addison-Wesley's United States History from 1865 is clear and concise, while at the same time introducing complex ideas in a low-key and engaging way. The book features an excellent layout and organization. Its use of charts, timelines, and graphs reinforces student mastery of analytical skills.

Several features, such as "Critical Issues," "American Observer," "Skills Features," and "American Voices," reveal the constant and considerable attention to skills development. "Critical Issues" stresses the complexity of human action and moves students away from a narrow concept of history.

A strong appeal to student interest is evident. The layout and text organization, departing from the standard one- or two-column page, is visually appealing. There is ample use of illustrations, many of which are in color. The liberal sprinkling of personal quotations is also an effective mechanism to attract and hold student attention.

The most serious flaw of this text is its cursory treatment of women and minorities. Although American Indian and Black history is interspersed throughout the text, it is often diluted and restrained. A substantive account of the plight and contributions of both these groups--as well as other minorities--is lacking.

This review is based on the student edition.

Criteria

1. Authority

The text portrays a sense of history that is modern, accurate, and linked to authoritative research. The authors are teachers, rather than historians, and seem to have a finer grasp of curriculum organization and instruction. The review of colonial and antebellum United States history is the weakest portion of the text (pp. 1-46). This section is a fact-dominated narrative presented with minimal interpretation and essentially devoid of historical judgments. The text improves after the introduction.

- Chapter 3: The treatment of reconstruction is a good, balanced presentation of a complex, controversial period. The sections entitled "Anti-Black" and "Blacks in the New South" are particularly good.
- The Civil Rights movement of the 1950s and 1960s is very well done (pp. 396-399).
- There are two important errors in the text. The text states that Booker T. Washington attended "Hampton Institute, a black industrial arts college. . ." (p. 65). Hampton, at that time, was a vocational or trade school which provide a basic elementary and limited secondary school education. It was in no sense a college. The text also states that Washington taught at the university level (p. 66). He never did.

2. Interpretation

Overall, this text offers a sound framework for viewing American history. The narrative is generally traditional and leans toward reporting rather than interpreting. Controversial topics are included, although they are often not covered in enough depth to provide students with a full feeling of the emotions surrounding the issues. This is especially apparent in the treatment of minority groups, whose experiences are often interpreted and related in separate sections rather than integrated into the text. At other times, the interpretation of events and people is better.

- The wartime experiences of Blacks, Mexican Americans, and Japanese Americans are discussed accurately, but tersely and minimally (pp. 330-331).
- Good discussions are also included of the Plains Indians (pp. 85-91) and immigrants and nativism (pp. 114-118).

3. Significance

Taken as a whole, the book provides sufficient coverage of basic concepts and turning points for students to develop an understanding of their significance. There is an excellent integration of social history with continuous political and economic themes. The integration of social, political and economic issues is especially good in "To be Black and American" (pp. 177-178); Chapter 10: "The Roaring Twenties"; and Chapter 16: "Domestic Concerns."

The plight of farmers as shown through major concepts (technology, overproduction, and debt) is well done (pp. 134-137). Clear explanations complemented by impressive illustrations and pictures reveal life on the farm and the transition to technology (horses and mules pulling threshers).

4. Context

The text provides adequate views of the concepts of time and place. The chapters all begin with interesting quotations from people of the time, and coupled with the illustrations they allow students to develop a flavor and appreciation for the context in which events occurred.

- Chapter 7, "The United States as a World Power," provides an appropriate example of the use of quotations and understandings of the time to justify U.S. expansionism and imperialism in the late 19th and early 20th centuries.

5. Representativeness

This text is a sound, but not superlative, example of the values expressed by the criterion of representativeness. The histories of ethnic and cultural groups are superficially portrayed, as are the stories of women in the various eras. There are a few attempts to break the stereotype of women as essentially passive, noncontributors to the making of the country. In one important instance, the text uses a derogatory term and fails to note its impact.

- "Half-breed" is used in reference to the divisions of the Republican party under the Hayes administration (p. 71). Nowhere is there a proper explanation of the term or acknowledgement of its offensiveness. In discussing the Jim Crow laws, however, the origin of this term, together with an acknowledgement of its offensiveness, is noted.
- There are pictures of Susan B. Anthony, W. E. B. DuBois and women playing tennis (pp. 176, 177, 179).

6. Perspective

The book meets the standards of the criteria. Its greatest strength comes from the inclusion of social history that makes the lives of "ordinary, everyday" people--the backbone of the country--vivid and complementary. A generally well balanced and well rounded perspective is evident.

- As an example of the effectiveness of perspective, the timelines at the beginning of each unit focus on political, social, technological, and international developments during the era under study.

7. Engagement

Students are encouraged to write, to interpret graphs, and to examine issues and ideas through the activities at the end of the chapters and through the supplementary activities in the Teacher's Resource Book. However, while a concerted effort is made to focus upon and sharpen higher level thinking skills, these activities are almost always related to special features and chapter surveys. The questions asked in the section reviews are generally concerned with memorization skills: list, define, who, when, and so forth.

8. Appropriateness

The text is generally well written, even interesting in many places. The publisher claims that the text is on 9th grade reading level according to the Dale-Chall formula, but the narrative appears to be written for a student reading on or above grade level. The "Critical Issues" features are particularly challenging and interesting.

Title:	American Spirit, A History of the United States (1985)
Author:	Clarence L. Ver Steeg
Publisher:	Allyn & Bacon, Inc.
Reviewers:	Lynn M. Burlbaw with the assistance of Gerald Ponder

Overview

We have mixed feelings about this book. There are many nice features about the book (skills chapters, lifestyles chapters, and many of the end-of-chapter and unit activities), but there is also a brevity of coverage that is disturbing. Students may not have a thorough grasp of United States history after reading this text and that without a great deal of teacher input and expansion the text is inadequate.

Although some very needed and welcome additions to U.S. history are found in the text (e.g., the coverage of Native Americans), the lack of coverage of other significant events and trends (particularly the events of the last 25 years of our nation's history) sticks out as a glaring omission. The narrative chapters could be expanded to include some more material (possibly as much as one-third more) without increasing the size of the book by using the whole page rather than only the two-thirds of a page as is done now.

This text should be used as a basic, no-frills account of U.S. history. The brevity and lack of development and exclusion of topics are major stumbling blocks for the adoption of this book as the sole text for a high school class.

This review is based on the student edition.

Criteria

1. Authority

The book presents many illustrations, charts, and primary sources, which give a kaleidoscopic view of U.S. history. The book makes statements and draws conclusions that students are expected to accept on the word of the author, even though there are contradictions in the presentation. The author includes some rather interesting primary source information.

The coverage of the material is brief and lacks depth and development. Part of this may be a result of the literary style, which is simple and uncomplicated--so much so that it becomes boring. Students will have difficulty following the author's admonition to "Make each illustration 'talk' to you about the past" (p. 16). Captions on pictures and maps are usually simple statements of fact.

The "History Workshops" found at the end of units offer students some opportunity to practice historical skills, but primarily the workshops are unit reviews. Each unit opens with an "Understanding. . ." chapter that teaches a social studies skill.

- Contradiction: "Letters, journals, and autobiographies --true stories people have written about their own lives--are all primary sources. So are drawings, photographs, movies, and sound tapes or video tapes made at the time a happening took place" (pp. 253-254). But the author does not consider all primary sources true sources of knowledge: "But movies are not reliable historical sources (p. 263).

- Primary source material: The "Lifestyles" sections contain many quotations from diaries, letters, and other primary source material (Colonial Times, p. 124ff; The Revolutionary Era, p. 234ff; The Growing Nation, p. 348ff; The Civil War Era, p. 462ff; The Industrial Age, p. 576ff; Modern Times, p. 690ff).

- In reference to the captions: "Notice the furnishings in this typical colonial bedroom in Dedham, Massachusetts" (p. 129). "The changing patterns of the sky mark the passing of time" (p. 26). Further, pictures at the beginnings of chapters are not captioned.

2. Interpretation

The text presents a broad range of material for students studying U.S. history. Although the book does not appear to have any one particular viewpoint of events, competing views are seldom presented on any one event. Potentially controversial topics such as religion, women's rights, and rights of minorities are barely mentioned.

- Religion: The last mention of religion in U.S. society occurs in two paragraphs on church involvement in reform in the 1890's (p. 528).
- "Blacks kept up their fight for fair treatment under the law, Spanish-speaking Americans whose roots lay in such countries as Mexico and Puerto Rico also began to work together for greater freedom and better jobs. Many Native Americans began to tell of the wrongs suffered by their people. And growing numbers of women brought their call for equal rights before the public" (p. 680).

3. Significance

Most of the major turning points in U.S. history are presented in this text. After reading this book, students may have a basic knowledge of our nation's history but may not understand why or how things were important. While many events and persons are listed in the index, their inclusion in the text is often cursory.

Very little has been done to update this textbook since the first copyright in 1982. The last 25 years of United States history is covered in one chapter (pp. 670-689); the events of the last 13 years, since the Watergate investigation and Nixon's resignation, are covered in 12 paragraphs on three pages.

- The United Farm Workers and Dolores Huerta are both mentioned in one sentence under a picture (p. 700).

- "In Boston the protest was even stronger. One night in 1773 the Sons of Liberty made themselves up to look like Native Americans. Then they stole aboard a British ship and dumped its cargo of tea into the harbor. This event came to be called the Boston Tea Party" (p. 165).

4. Context

American Spirit generally does a good job in terms of context. Ver Steeg uses many contemporary accounts, both primary and secondary, to show how people felt, thought, and acted during the various periods of U.S. history. He does not confine his illustrations to a single period but uses a range of sources to develop and sustain his ideas.

- Each "Lifestyles" section shows how values and opportunities for schooling have changed during the history of our nation. (See references under Authority.)

5. Representativeness

This text does the most thorough job of documenting the history of Native Americans of any textbook reviewed. The plight and story of Native Americans is clearly documented and illustrated in the text, the "Lifestyles" sections, and the "Understanding" sections. More tribes and groups of Indians are represented in this text than in any other.

Women, Blacks, and Native Americans are well represented throughout the text in illustrations. Ver Steeg includes a number of pictures that show these previously under-represented groups to have played a part in U.S. history. The European influence on the United States is well documented and appears to be the main emphasis of this text.

Immigration and immigrants are treated in the same detail in the text as many other events--often by name but with little substance or development of information about them. As with many other textbooks, coverage of immigrants and minority groups in the 1870s and 1880s is skimpy or non-existent.

- Eighty references are made to Native Americans in the Index. The Index lists 111 tribal groups; some references appear only in charts or on maps, but the listing of the tribes is more than in most other texts (pp. 787-788).

- In reference to contemporary minority groups: No reference is made to the National Organization for Women (NOW); United Farm Workers (except in the Index which refers to two one line picture captions), the American Indian Movement, or Asian Americans from Laos, Kampuchea, and Vietnam.

- The contribution of the Chinese to the building of the railroads is noted in a picture caption (p. 498) and in one sentence (p. 521). Asian immigration is treated in two paragraphs (p. 521), and the Japanese Relocation during World War II is treated in two paragraphs (pp. 664-665).

6. Perspective

How Americans have felt about the events that occurred around them is shown through the many special features in each unit and chapter. The text occasionally illustrates that the accepted version of history needs to be or can be rewritten or interpreted in light of subsequent events.

One traditional view of U.S. history that this text does nothing to dispel is the predominantly Anglo-European bias. Although the conquistadores and the subsequent Spanish colonies are acknowledged, it is clear from the narrative that the important colonizations took place in the East, and that they were made by the British. Spanish and Mexican culture does not appear until the stories of the Southwest.

- "The findings at Folsom surprised many people who thought that Native Americans had come to North America thousands of years later. . . . Because of these finds and others, most scientists believe that people have lived on the North American continent for more than 20,000 years" (p. 45).

- At one time, students were taught that Christopher Columbus discovered America. . . . Although the Norse seafarers were the first Europeans to arrive, it was the Spanish voyage of Columbus that changed the course of American history" (p. 63).

7. Engagement

This text has many activities that will engage the student in social studies. Most of the end-of-chapter and end-of-unit activities under "Use Your Skills," "Think About History," "Sharpen Your Skills," "Research and Report," and "Plan It Yourself" offer students opportunities to engage in historical activity and test their knowledge of what they have studied.

The many maps, figures, charts, and illustrations are colorful and interesting. Occasionally these could be larger to enable students to complete more easily the activities and exercises.

Some of the activities that the students are asked to do seem of doubtful use and appear to be busy work. Although the activities may be useful for slower students, on-grade and above-grade students will find them a waste of time.

The last chapter of each unit is filled with wonderful information but has little or no development of the information provided. There also seems to be a lack of closure to many of the sections; closure is provided by a period or the bottom of the page. The author could summarize the major points of the chapter with a culminating paragraph. The checkup questions do not assess the student's success in synthesizing information or relating what was learned in one section to another.

- Many of the illustrations in the book are undersized and difficult to decipher. Some contain minute details which will be hard for students to observe (p. 301, workers raising the Briggs House from the Chicago swamp--the figures of working men are less than 3/8" high).

- Inconsequential details to be learned. No. 5. Most of the men listening to Jackson wore hats. No. 7. The tavern sign has a birdhouse at its top (p. 327).

- True-False-Doubtful exercise: No. 1. The title of the map is "The Surrender of Cornwallis" (p. 195).

8. Appropriateness

This book is visually stimulating with its many pictures, charts, and maps. The printing is easy to read; many of the illustrations and pictures would be better if larger. No more than two-thirds of each page is filled with text; the other third is either blank, contains an illustration, or is used for prereading and checkup questions.

The text appears to be geared for students with reading difficulty or those who have trouble grasping complicated concepts and generalizations. The complexities of history are not developed, and students are not given enough details to understand why certain events happened or what influence they might have had on subsequent historical events.

The short sentences make smooth reading of this text difficult. Students who are at grade level or above may find the appearance of the textbook demeaning and not fit for serious high school student use. There is a mismatch between the narrative chapters and the skills and lifestyle chapters. The skills chapters are among the best of any textbook we have reviewed, and the "Lifestyles" chapters provide as much or more interesting material for student learning than in most other books. Unfortunately, the learning potential of the "Lifestyles" chapters is not capitalized upon.

Title:	Our Land, Our Time: A History of the United States from 1865 (1986)
Author:	Joseph R. Conlin
Publisher:	Coronado Publishers
Reviewers:	O. L. Davis, Jr. with the assistance of Maria Garza-Lubeck

Overview

This textbook appears to be sufficient to the high school American history course, but this appearance is an illusion. It is physically attractive and has features that make it likely to rate well on many textbook adoption checklists. It is an easily studied and highly motivating textbook, but it is especially weak on the criterion of representativeness. Teachers must be alert to this liability and employ other resources to overcome the patent neglect of some important ideas and events. Using this book, teachers must help students probe for meanings and seek bridges to understanding. All textbooks require this pedagogic attention, but this textbook seems to need it more than others. The study of American history is not a plodding from topic to topic, even though too many teachers conceive it as such a forced march. If adopted, this text will be used best by teachers who understand its selection, ordering, and treatment of topics as well as the topics not chosen and the routes not taken.

Criteria

1. Authority

American history presented in this textbook is both engagingly and competently told. Although it contains much detail, this history for high school students is neither labored nor burdened. The textbook is comprehensive through its judicious selection and treatment of topics and explicit linkages between narrative and documents. The authors have not included so many topics that they tumble over one another and overpower students.

Contemporary photographs, paintings, and cartoons are used as documents, as are speeches, essays, letters, and various other contemporary narratives. Collections of documentary readings, which are accompanied by questions designed to foster critical thinking, are a part of each unit, and these readings are keyed to the text's narrative. The book contains abundant evidence that supports its generalizations and concepts. The processes of historical study are illuminated.

2. Interpretation

Generally, Our Land, Our Time offers a balanced and fair interpretation of American history. Moreover, it notes differing interpretations of episodes and key figures (e.g., Japanese American and their internment, Grant's administration). Contributions of laborers and ethnic minorities are neither obscured nor ignored but set within their appropriate contexts. Special unit features on "Geography Shaping History" assist students in understanding the influence of site and its features on people's lives. On the other hand, this treatment counts the simplism of geographic determinism as interpretation. Quite helpful are the features "Unlocking History," "Going to the Source," and "One Point of View." They underline the importance of the background, point of view, and purpose of the commentator to interpretation, as well as the choice of source as evidence and the nature of its appeal.

3. Significance

This book does not treat all events, periods, individuals, and relationships with equal significance. The treatment of topics seems uneven and some topics not included will be missed by many teachers. Nevertheless, the textbook is marked by its consistent concern for significance in portraying the steady but uneven development of American institutions, policies, and ideas.

4. Context

Historical events are commonly set within appropriate contexts. This background is ordinarily adequate, but it is not as richly developed as in some other textbooks. The portrayal of complex situations, as a consequence, is sometimes reduced. A notable attribute, on the other hand, is this book's international context, which is of special importance to understanding American history during the past century.

5. Representativeness

This textbook must be accorded uneven marks on the criterion of representativeness. Its treatment of women, Black Americans, and Indians is fair and sensitive. This treatment is found throughout the narrative, in illustrations, in documents, and in questions for students. Especially noteworthy is attention to less well known individuals (e.g., Barbara McClintock) as well as to generally famous individuals (e.g., Eleanor Roosevelt). Treatment of the civil rights movement is bold and straightforward; photographs and other documents provide drama and provoke wonder and thought. Other groups and events do not fare so well.

Recent immigrants to the United States are all but ignored. Mexican Americans and Asians are recognized last in the 1920s. The continuing immigration of people to this country during the last half century is absent. Inattention to Hispanic and Asian minorities, in particular, staggers sensitivity. For example, the nation's heightened consciousness of these groups, expressed in multilingual ballots, bilingual education, and job opportunities, is simply neglected.

6. Perspective

By and large, presentism is avoided. For example, western settlers' claims that the inefficiency of Indian land use was a legitimate reason for taking Indian lands are presented. Contemporary witnesses and opinions of the Sacco and Vanzetti trial enable the student to examine this event on its own terms without the intrusion of present-day evaluation. On the other hand, some 19th-century topics (e.g., pork-barrel bills and political machines) are presented as discrete occurrences rather than as examples of continuing threads in American history.

7. Engagement

This textbook should appeal to many students. Its narrative is in the form of an interesting and readable story. The book's format is visually attractive and appealing through the use of color, layout, size of illustration (e.g., photographs, maps), headlines, quotations, and type style. Section and chapter reviews, unit tests, and several types of features call students' attention to essential facts. Specific attention to skills, including written composition, continues throughout the textbook.

8. Appropriateness

This textbook is thoughtfully written and interesting. Although substantial prior knowledge is not assumed, teachers and students should take care not to use the book as a complete narrative history. Its organization requires students to study context and be alert to bridges between eras, ideas, and movements. Both the use of historical evidence and the nature of historical writing are demanded of students. The substantial study aids and the features contribute sound possibilities for productive teaching and learning.

Title: A History of the United States Since 1861 (1986)

Author: Daniel J. Boorstin and Brooks M. Kelley, with Ruth Frankel Boorstin

Publisher: Ginn and Company

Reviewers: Gerald Ponder with the assistance of Alfred Moss and Maria Garza-Lubeck

Overview

A History of the United States Since 1861, by Daniel Boorstin et al., is, with some limitations, an excellent example of an ambitious and worthy idea--that scholars of great stature can write secondary school texts that are both substantive and pedagogically useful. The book has many strengths. The stories of America's history are told with authority and candor. The authors' thorough understanding of the themes and scenes of the American past show everywhere--in the colorful and telling examples used to illustrate their points, in the photographs and artwork used to set the mood of eras, in the ordering of paragraphs and explanatory sections that develop complex times like the collapse of the economy at the end of the 1920s or the rise of Hitler in prewar Germany.

The artistry of good history also is in these pages. Boorstin's well known talent for synthesizing broad sweeps of history into new, insightful, and intriguing understandings is a regular feature of this offering. Now, the kinds of insights that punctuate the pages of Boorstin's prize-winning series, The Americans, are available to high school students. Pre-collegiate students just beginning to appreciate the possibilities of history can, for example, learn about American growth and expansion through the appealing wit of the "add-a-state plan" or the insight that America's leading import has always been "people." The economical, colorful, but apt word choices that mark good writing sparkle throughout the book. The chapter on the Great Depression, for example, is filled with words like "aimlessness," "despair," and "bleakness," while the demeanor of Britons during the air raids of World War II is "cheerful fortitude."

This text not only is authoritative and colorful, but also is candid. The authors demonstrate a respect for the truth of the past as well as for the minds of teachers and students by telling most, if not all, in a balanced and straightforward fashion. The plight of Japanese Americans during World War II is there, as is Lyndon B. Johnson's revealing quotation. "Despite all the fanfare, as I see it, I've moved the Negro from a D+ to a C-. He's still nowhere. He knows it. That's why he's out on the street." And there is the picture of Richard Nixon sitting before a stack of notebooks "he claimed [were] the full transcripts of the Watergate tapes."

The candor that admits and describes the mistakes and injustices of the past does not, however, create a cynical or negative mood in the text. On the contrary, the authors' sense of wonder and awe at the development of the United States and its people shows everywhere. In the prologue, the authors call the story of America a "magic transformation," and they use the metaphor of a growing family to depict our strengths and squabbles. In the epilogue, they describe the future as a "mystery story that does not frighten Americans. Americans have always lived in the world's greatest treasure house of the unexpected." The mood of the text is proud, wise, hopeful, and optimistic, but it is tempered with reality.

The consistently strong content in the book is its great strength. The inconsistencies in the pedagogy of the book are its limitations. For high school students to benefit from such a book, they must be able to read it readily and successfully. And, while the reading level of the book is controlled, and no doubt can be shown to meet the prescribed reading level, this is, in reality, a book for the "top third." It has nuances in meaning and makes assumptions in understanding that will create difficulties for many students. Although many of the activities suggested in the book are promising and interesting and take students into the realm of historians, many are simple, straight recall. There is no apparent strategy of skill development in the book itself, though the Teacher's Resource Book offers a rich variety of materials for student use and development.

In short, this is a sound, substantive, candid, sometimes provocative textbook that can best be used by good teachers and good students.

This review is based on both the student edition and the Teacher's Resource Book.

Criteria

1. Authority

Among the biggest pluses for this book under the criterion of authority are the academic credentials of the authors. Daniel Boorstin, long an eminent historian at the University of Chicago and currently the Librarian of Congress, has won the Pulitzer, Dexter, Bancroft, and Parkman Prizes for his histories. He is a world-class historian of the first order. Brooks Kelley also is a historian and archivist of substance, and Ruth Boorstin's credentials as a Phi Beta Kappa scholar and successful collaborator on her husband's books speak for themselves. There is no other team of authors on any of the textbooks offered for adoption whose credentials command so much authority as those of the Ginn team.

Boorstin is known for his great synthetic view of history and his ability to put together separate facts and ideas in new, appealing, and insightful ways. His command of history is apparent in this book and is a good example of providing good ideas and keen images to young people. The subheads in the introductory chapter serve as good examples: "American Ways of Growing," "The Add-a-State Plan," "An Empire for Liberty," and "America's Leading Import: People."

The particularly long (three chapters, or 1/8th of the book) and strong section on the very recent U.S. history (since Nixon) is made possible largely by the authors' authoritative understanding of the more distant past. This section seems very sound both in terms of the selection of events to describe and in terms of the themes to interpret.

There are thoughtful and balanced discussions of the following: "Black Reconstruction--myth and reality" (p. 67); "A Note on American Pictorial Art" (p. xiv); "Prologue" (p. 1); and two linked discussions, "The Difficult Dream" and "Immigrant Problems and Immigrant Inequality" (pp. 456-457).

Despite their credentials as historians, the authors have provided very little for students regarding the work of historians. Little material in the text lets students see the interpretive ferment among historians regarding the meanings of history or has them practice the skills of historians. There is, in the Teacher's Resource Book, some very good material that was prepared by high school teachers of history to accompany the textbook. For example, in the Resource Book is a blackline master for a handout titled "What Is Evidence?" that does get at some of the historians' skills (p. 271). But that handout is supplementary, and its use depends entirely on the teacher.

2. Interpretation

The authors generally provide a balanced, clear, complete interpretation of U.S. history from a mainstream perspective. The story is told in vivid prose with a wealth of authoritative examples. Significant and controversial topics are, for the most part, treated accurately, if positively. Examples include the interpretation of Indian cultures (p. 79), the problems of the cities, and the political control of immigrant populations in the late 19th century (pp. 126-127).

The book frequently presents one point of view without indicating that all the facts can never be known and that historical conclusions are open to new interpretations. To its credit, however, the text does make frequent and effective use of interrogative sentences throughout.

- Examples of one point of view, even on aspects of United States' history where everyone agrees that all of the evidence is not yet available, occurs in the book's treatment of Richard Nixon's fall from office (pp. 444-450) and of the Vietnam War (pp. 428-429).
- Examples of skillful use of interrogative sentences include the following: "What were the issues in the election campaign?" and "Why did the Democrats win a mighty victory?" (p. 256); "How did an industrial union differ from a craft union?" and "How did some employers try to break strikes?" (p. 291); "Were we in [Vietnam] so deep that it no longer mattered why we were there?" (p. 429).

3. Significance

This book does an excellent job of presenting people and events in the context of broader ideas. For example, Wilson's foreign policy directions are presented as efforts to develop a "moral" foreign policy, in keeping with the times (p. 196).

Introductory essays that appear before the units, such as "From Boom to Bust," provide explanations of key transitions in American history (p. 223).

The text narrative gives students a good and useful sense of the historical development of ideas and forces. Some examples: The depression of the 1930s is introduced by the story of Hoover's ill-fated presidency and the conclusion that, had he been affiliated with a party when he was first recommended for the presidency, he might have achieved greatness. The workings of the stock market in the 1920s and the human factor of greed are explained in the context of the unrestricted practice of buying on margin and by a very clear explanation of the poor distribution of wealth and the crucial role of reinvestment by the wealthy in the economy (pp. 243-247).

At some places in the text the authors appear to assume, rather than teach about, the significance of ideas. For example, in their explanation of the Sacco-Vanzetti episode (p. 228), the authors simply state that Sacco and Vanzetti believed in the philosophy of anarchy. They do not define or elaborate on the meaning of the term "anarchy," even though such knowledge is critically important to an understanding of this incident and the subsequent trial of these immigrants.

Particularly good examples of more general discussion are found in Chapters 1 and 2, on the Civil War and Reconstruction (pp. 30-75); Chapters 12 and 13, on the Great Depression (pp. 260-292); and Chapter 22, entitled "A New World of Competition" (pp. 454-475).

4. Context

This text avoids presentism in a number of ways. People often are allowed to speak for themselves through quotations; situations are described in balanced ways, to present the good side and the bad; the complexity of reality is not overly diminished. Interpretations of events and policies include the rationales of the day. A number of additional features of the book are worth mentioning.

- Interpretive segments, such as the appraisal of the New Deal (p. 278), often follow presentations of the facts, events, and views of the day in the text narrative.
- The parts of the student activities sections at the end of the chapters called "Questions for Today" allow students to contrast contemporary perceptions of the past with today's retrospective views.
- The book's fine maps and illustrations support a successful placement of "terms, practices, ideas, and quotations. . .in the historical contexts of time and place."
- Unit 2 is an excellent treatment of "The New Industrial Age," with a skillful interweaving of social, scientific, and technological history.

5. Representativeness

The text portrays women and minorities appropriately in key places. There is more attention to the roles of women in U.S. history in the recent years of the republic; Blacks and other minorities receive due attention not only during the chapters on the Civil War and Reconstruction but also in those that deal with World War I and World War II, and others. Examples include discussions of Black Americans in government during the New Deal (pp. 286-287) and the growth of the power of women (pp. 287-289).

The text uses photographs extensively as documentation of the roles and effects of people, especially in the 20th century. Two examples: the photo showing Black women working in a factory during World War II (p. 314), and the photo of Martin Luther King, Jr., standing at his desk in front of the picture of Ghandi (p. 370).

Additional examples of high standards of representativeness in the text can be found in the following discussions: Native Americans in Chapter 3, "The Passing of The West" (pp. 77-82);

European and Asian immigrants in Chapter 5, "The Challenge of the Cities" (pp. 121-129); and in the same chapter on Black education (pp. 133-134).

To the extent that the text has a flaw in the area of representativeness, it is that the focus of the book is on the powerful and famous, leaving the "common people" a diminished role in the nation's story.

6. Perspective

The document section at the end of the book allows students to see for themselves the thoughts of others. Many of these documents of state reflect this textbook's emphasis on public figures. Some, such as the Constitution, have enlightening commentary ("Origins" and "Afterlife" sections). Others have introductory comments and stage-setting. A few, such as the interpretation of 1965 census data and predictions for the year 2000, should have particular appeal for students and fit well with the book's theme, "discovering America is a way of discovering ourselves."

This text has a strong sense of developmentalism. The narrative is clear, intriguing, and full of rich description. The book is marked by a consistently excellent presentation of causes and effects.

There also is a good sense of the developing American freedoms, of the growing family of Americans with the inclusion of different ethnic groups, women, labor, and other movements.

7. Engagement

The extensive use of photographs, art, and posters is both appealing and revealing, as these artifacts support well the narrative text. The book even begins with a note on American pictorial art to further explain the trends in American art.

The activities that appear in the text often are sound, but they are not obviously developed as a planned sequence. There is no conscious teaching of skills. Some questions require a fairly high level of sophistication from students and probably could not be done easily by students working independently.

Teachers will find the Teacher's Resource Book a wealth of material for teaching skills and other activities. But "Coach Slowfoot," who teaches four periods of history but has his heart on the football field, will continue getting away with teaching *traditional history*, in which students read the chapter and answer the questions, with no challenge from the text.

Visually, there is nothing to set off the student materials from either the end-of-chapter activities or the primary source back matter.

8. Appropriateness

The narrative in this text is interesting and often challenging. It is filled with telling facts and a lively style. A History of the United States Since 1861 is a controlled but sound and substantive textbook.

The limitation of this book is that it is written for students who read on or above grade level. This would be a wonderfully rich book to use with honors or advanced placement classes.

Title:	The American Nation: Reconstruction to the Present (1986)
Authors:	Lewis Paul Todd and Merle Curti
Publisher:	Harcourt Brace Jovanovich, Inc.
Reviewers:	O. L. Davis, Jr. with the assistance of Gerald Ponder and Lynn M. Burlbaw

Overview

This book is a sound, good U.S. history textbook, solidly backed by authoritative and responsible scholarship. Students are treated as thoughtful individuals and their study of history as a serious, exciting enterprise. The narrative is meaty, demanding, and well written.

One of the special strengths of this text is that events in history are regularly related to the nation's geography. Text narrative, reviews, and the reference sections all make the important point that history is the story of people in places.

Pedagogically, the book appears to be very easy for teachers to use. For example, prereading and checkup questions accompany each of the 122 Readings. Also, throughout the text attention is specifically given to critical thinking skills. Most features (e.g., "Sources," "American Portraits," "Developing Social Science Skills") are more valuable than they appear. However, specific teacher direction and planning, assisted by the Annotated Teacher's Edition, will be necessary for most teachers to use them productively. Most students are unlikely to study the features on their own because they are not integrated into the text narrative. Although the readings are not explicitly referenced in the narrative, they are easily noted by the teacher and should be a major asset in teaching with the book.

The edition reviewed was oriented toward Texas. At the end of the text (Chapter 25) is a special section entitled, "Texas: A Historical Geography in Maps and Pictures" (pp. 540-555). A photograph of the Lyndon B. Johnson Library decorates the book's back cover.

This review is based on the student and teacher editions.

Criteria

1. Authority

A sense of authoritative historical research permeates this volume. This derives both from the authors and from the book itself. Todd and Curti, whose credentials as historians and educators are lustrous, may well not have had much to do with crafting this book inasmuch as the frontispiece notes that it is "derived" from Rise of the American Nation, first copyrighted in 1950 and updated regularly through 1982. Nevertheless, the editors and in-house authors have produced an authoritative revision.

The many facts which fill the text are linked together in justifiable and credible generalizations. Historical methods are only sketchily described; they are grouped with other, albeit related social science skills and presented as special full-page features throughout the book. Follow up exercises asking students to make use of these methods demand vastly more time than students probably have available for history study. (See, for example, Review question 2, "Using Historical Imagination," p. 172). The excellent Readings (pp. 586-837) stand alone in the student's edition without a guide for use. The "Reference Section" is also a valuable component (pp. 840-880). However, the basic text is so substantial that these two lengthy (and heavy) sections are unlikely to be used routinely inasmuch as they are not integrated with the basic text presentations.

2. Interpretation

The narrative is both comprehensive and balanced. On a number of issues which remain controversial (e.g., reconstruction following the Civil War, rise of industry and labor in late 18th and early 19th centuries, American expansionism, Japanese American internment, Vietnam war, President Nixon and Watergate), the narrative incorporates several points of view, including popular and dissident contemporary positions. Ethnic minority groups and women are not obscured; the basic narrative attends to their roles in our nation's history, as do special features, photographs, and art. Representatives of the different historical eras generally are allowed to speak for themselves in the readings, though secondary sources (e.g., McCarthyism) are sometimes used.

3. Significance

Although this book is a storehouse of facts, it succeeds in highlighting major concepts and turning points. Important events, persons, and concepts are made clear to the reader. Related facts, complexities, and their implications assist students to develop a well-reasoned understanding of America's past. One particularly striking example of this thread is Chapter 15, "Decades in Contrast," which presents the contrasts in American social and cultural life in the 1920s and 1930s.

4. Context

The text is highly descriptive and rooted in the events of the time, which are portrayed with accuracy and color. The authors do not engage in presentism or judge events by external standards. For example, coverage of the Mexican Revolution(s) from 1910-1920, in which first Diaz and then a series of leaders were overthrown, is straightforward. The coverage of this part of U.S. history is as full as any seen in high school texts and more extensive than most. The text provides both framework and groundwork for students to understand the recurring political engagements in Mexico and Central America, as well as for them to understand more about the reactions of Latin American countries to the actions of the United States.

5. Representativeness

The history of the United States of America is not singular. To be faithful, it must acknowledge and, as occasion warrants, highlight the stories and contributions of a strikingly pluralistic people and culture. This goal is achieved. While the narrative is not burdened by a check list of minority groups and their representatives, it contains numerous, appropriate considerations of American pluralism. In the sections on the 1920s and 1930s, for example, The Women's Party receives coverage along with the flappers; Black artists in Harlem who participated in the New Deal programs appear in features alongside descriptions of the programs themselves. And a summative evaluation of the progress (or lack of it) of American minorities appears frequently in sections on a given era (example: "Minorities in Wartime," p. 378). The treatment of Japanese Americans during World War II receives adequate and appropriate space, but the reader is also reminded of the very real fears of West Coast citizens and of the often hysterical treatment of other minorities during World War II. These additional facts provide not an excuse but a context for the events.

Especially noteworthy is the text's attention to contributions of ordinary Americans, not just the highly placed and socially prominent. The textbook is a positive expression of the multifaceted identity of Americans and of the growth of freedom in our nation.

6. Perspective

The study of history can provide perspective like no other study. In this Todd and Curti text, students remain not only easily oriented in time but also are given the additional perspective of how events relate to geography, to art and literature, to social history, and to some of the "big ideas" in American history through the special features such as "Concern for the Well-Being of Others" (pp. 322-323).

The hefty section of documentary reading is carefully selected to provide the human dimension to the flow of great events. The history in this textbook is not an endless progression of events, although many events are described. Its history is a fully human story given voices by many Americans.

7. Engagement

Because this textbook is a large, heavy book, it does not invite the faint of heart or the low-motivated student. On the other hand, once opened and confronted, the book offers many opportunities for students, particularly highly motivated students, to become engaged in fruitful study. The book is well written and designed. Sections within chapters are composed of easily read paragraphs. End-of-chapter reviews and unit reviews are thoughtfully organized into tasks for identification, memory, and thinking. In fact, most of the activities incorporated in the text ask students to use what they have learned to think about the meanings of what they have encountered and to think beyond the events and persons portrayed. The art, photographs, maps, and charts do not simply decorate pages. Most are tied to the narrative; most command students' use. Use of the good Teacher's Edition is important to teaching with this book. Students need informed adult assistance in order to spend more time and study on some matters than on others.

8. Appropriateness

This textbook stimulates and challenges. Certainly, it is not "watered down," nor does it expect too little of students. No concessions are made through simplified vocabulary or consciously shortened sentences. Its possible weakness, as a single text for a wide range of students with different abilities and attending school in different settings, is that the text and its accompanying Teacher's Edition focus mainly on the academically interested and talented students. The comment is not made as a smudge on the book. It does call serious attention to the necessity of sensitive and thoughtful teachers' use of the book with younger (not eleventh-grade) students and students with lower interests, motivations, and talents. For students who are disciplined, motivated, or just plain undaunted, the rewards of using this book should be worth the efforts.

Title: Triumph of the American Nation (1986)

Authors: Lewis Paul Todd and Merle Curti

Publisher: Harcourt Brace Jovanovich

Reviewers: Gerald Ponder with the assistance of Maria Garza-Lubeck.

Overview

Triumph of the American Nation is a substantive, well written book with a variety of appropriate activities for a range of ability levels. The story of America's past presented in this volume shows most of America's triumphs, from discoveries and explorations to technological achievements to the present partially realized pluralism and equity. The narrative is a well written and interesting account of our development as a people and as separate groups. There is generally a well honed sense of tenuousness and development about the narrative, and attentive readers should have no trouble getting a picture of a country always in the process of developing its ideas, ideals, and ways of life. The blemishes of our past are not hidden from view, but they are kept in the context of the times.

The student activities in the book and its questions provide challenging, sometimes demanding opportunities to practice historical skills and to relate the discipline of history to others, particularly geography and economics. The text is visually attractive and engaging, and the wealth of information, illustration, and activities should make this a rich resource for teaching American history.

This review is based on the student edition.

Criteria

1. Authority

This textbook is another of the many revisions of the highly successful Rise of the American Nation "family" of texts, the first of which was published in 1950. The authors are a blessed marriage of American history textbook writers: Todd was long associated with social studies education through the National Council for the Social Studies and its publication, Social Education, and Curti is an honored historian, with a Pulitzer and the presidency of the American Historical Association among his credits.

The Rise. . . textbook and its revisions have been reliable sources for the teaching of American history at the precollege level for many years, and this version of the series is no exception. The text's later chapters focus on appropriate issues, such as minority rights, and use current and authoritative approaches, such as demographics, to explain phenomena and processes. The book also takes care to connect ideas in chapters and to provide opportunities for students to develop the skills of historians along with the skills of studying history from textbooks and other documents.

- The section on "New Patterns of Population Growth and Distribution Alter Ways of Life" indicates the effects of growing immigrant groups and the city-suburban Metropolitan Statistical Areas (pp. 943-945). This provides a good example of a modern portrayal of history.
- Sections on the historian's skills, such as "Using a Map as a Documentary Source" (p. 795), appear throughout the book, as do sections on connecting the ideas in the chapters.

2. Interpretation

The narrative in this text emphasizes accepted and traditional ways of knowing about the history of the United States, and presents uncomfortable historical knowledge in a straightforward manner. The authors stress cause-effect relationships and provide a rich array of information which encourages students to develop their own informed interpretations.

- The "American Profiles" piece on Vietnam veterans indicates the divisions that marked the country regarding Vietnam and states that veterans returned home to an atmosphere of "indifference that bordered on hostility" (p. 896).

- "Practicing Critical Thinking Skills" includes exercises that ask students to ground their understanding of the Constitution in historical developments and relate it to their own lives: "How did the new Constitution reflect the political experiences of the colonists before 1775?"; "Name five ways in which government touches your life directly. Which of these areas is specifically provided for in the Constitution?" (p. 187).

3. Significance

This is a big book, packed with information about the American past. Events and ideas, turning points and people are presented in sufficient depth. Special features add detail and interest and support the explication of significant moments and forces in U.S. history.

- The text features a series of "Decisive Moments" which highlight turning points in the past. For example, "England's Rise to Power" focuses on the impact of religion in political affairs (p. 22). The "Decisive Moments" features provide information that can challenge misconceptions. For example, the feature refutes the myth that the American Revolution was a popular, mass movement by pointing out that Loyalists comprised as much as one-fifth to one-third of the colonial population in Revolutionary America (p. 129).

- Other features, such as "This Changing Land," provide broader sweeps to help students understand the significance of events and ideas over a longer chronological time period. "The Rise of Cities," for example, shows and describes the concept of urbanization from the colonial period through the present (p. 623).

4. Context

This text has a number of features that provide information and comparisons to aid student understanding of ideas and events in context. The narrative often devotes paragraphs to the meaning of change, as when it begins the chapter on life in the early 1900s with comparisons to the present. The information in the text gives readers a full range of events and ideas that had currency in the time under study, as in Chapter 27, which includes both Frederick Taylor's efficiency studies and the radical IWW (the "Wobblies"). Such examples explain labor and management ideas in the early 1900s. And finally, special features such as the "Americana" pieces help students understand the nature of historical change by describing how common threads in our nation's history have evolved.

- The "Americana" section describes protest movements in American history, starting with the protests over the Stamp Act and continuing through modern protests against nuclear armaments, Apartheid, and farm policies (p. 108).
- The section "Signs of Change" spends several paragraphs telling students of the things that did not exist in 1900--rock concerts, television, supermarkets, taxes, or penicillin (p. 615).

5. Representativeness

Overall, this book makes a strong showing on the criterion of representativeness. The factors of pluralism, equity, and identity all are present. There is, however, some unevenness. Women, for example, are integrated into the narrative in dignified and meaningful ways, and they receive recognition as well as applause. Blacks also fare well in this text. Other minorities, such as Hispanics and Japanese Americans receive less attention and seem to be bunched together in their assigned places in the historical story.

The text does a very good job of acknowledging the contributions of representative individuals and groups. The story of America that is told is positive but not romanticized.

- Changes in the social structure during the industrial age included a place for women (pp. 572-575). The text also points out that these were white, middle-class women who reaped benefits from these changes (p. 573). Less well-known figures such as astronomer Maria

Mitchell are highlighted (p. 573), as well as well-known figures like Jane Addams (p. 574).

- Attention to Hispanics is distributed through much of the 20th century (World War II, p. 808; the Great Depression, p. 754; 1950s, p. 876; 1960s and 1970s, pp. 953-954).

6. Perspective

This text does a good job of providing students with information that helps them to understand how our freedoms have expanded and contracted and how institutions and ideas have changed over time. The special features such as "Changing Land" and "Americana" are particularly helpful for achieving perspective. The text also points out the origins of ideas, and the end-of-chapter activities help to link the study of history with other social sciences.

- Discussion of Thomas Jefferson's ideas in the Declaration of Independence explains that the ideas came both from European philosophers such as John Locke and from the American colonists' practical experience in the new world (pp. 128-129).
- "Relating Geography and History" is one of many similar examples of relating history to other fields (p. 149).
- The concept of change is emphasized in many ways in this text. There are features entitled "This Changing Land" (e.g., pp. 832, 926), and introductory sections entitled "Changing Ways" (e.g., pp. 308, 328),

7. Engagement

Triumph of the American Nation is an engaging and readable text. The text is often stimulating, with many illustrations and explanations to supplement the usual textbook generalizations. Pictures are used copiously to add interest and to illuminate the text. The study tasks are serious and challenging, and the text has a well developed series of study skills sections with the general title of "Developing History Study Skills." These sections help to develop skills in reading primary sources, charts, and graphs, in classifying, and in comparing historical accounts and other analytical skills. Many of these sections also pointedly relate economics and history. Their shortcoming is that, although they provide opportunities to practice these skills, they are not clearly sequenced in a developmental way. They do, however, have a pattern of instruction followed by application.

- o "Comparing Historical Accounts" provides a good example of the instructional potential of the "Developing History Study Skills" sections (p. 689). This one first teaches how to compare historical accounts and then provides practices in applying the skill to primary and secondary sources. The "Developing History Study Skills" section provides an example of relating economics and history by providing experience in reading economics reports (pp. 546-547).

- o The section review provides an example of the challenging study tasks in the book (p. 337). This section asks students to summarize the main ideas of the proslavery argument, to analyze the viewpoint of the non-slave-holding white southerners, and to evaluate the statement that the life of a plantation owner was comfortable but not easy.

- o Another factor in considering this book is that many of the activities are very demanding. For example, one "Making Connections" section asks students to read All Quiet on the Western Front and answer questions about it (p. 693).

8. Appropriateness

The text is well written and not "watered down." Students and teachers are recognized as serious persons who can handle the complexities of American history. This substantive book, made up of 43 chapters and 985 pages of text and exercises, is challenging and demanding.

- o The lead paragraph in Chapter 13 contains a quotation from a traveler of the time describing a factory in Waltham, Massachusetts (p. 309). This provides an interesting and clear way to introduce this material and is typical of the writing devices used to provide interest and clarity.

- A chart showing the sequence of events in the War of 1812 is given on one page, while the facing page has a map of the war (pp. 258-259). Such devices contribute to the clarity of the text.
- There are many examples of challenging questions in the text. A typical section review asks students to use information processing skills such as summarizing and organizing ideas (p. 145).

Title: History of the American People (1986)

Author: Norman K. Risjord

Publisher: Holt, Rinehart and Winston

Reviewers: Gerald Ponder with the assistance of
Lynn M. Burlbaw

Overview

History of the American People is a sound, interesting, substantive book with many features to recommend it. The textbook provides students with appropriate context and perspective on events, movements, and policies. The decisions of characters discussed in this text, from Cotton Mather and George Washington to Harry Truman and Ronald Reagan, are human decisions made on an uncertain stage full of the dangers of missteps.

People who have not always appeared in the story of America's past are here, along with explanations of why they have not appeared in central roles before. The contributions of Black Americans, American Indians, Hispanic Americans, women, laborers, and others are presented in worthy, if not always full, ways. The book has enough incidents of racism and discussions of the ideas and actions of more racist times to help young people form a better understanding of what earlier times were like for non-white, non-male, non-Christian Americans.

Primary sources appear sparingly but carefully, allowing the characters of history to speak for themselves. Serious questions punctuate the text and challenge students to think, compare, and judge for themselves. Features such as "Sidenotes to History" add detail, interest, and elaboration.

The book is a good one, probably among the top five reviewed by this panel, but it is not for everyone. The narrative, while clear and understandable, cannot be read easily by less able students. And despite the book's professed intent to help students "master three levels of skills"--literal, interpretive, and critical understanding--it provides little instruction on how to acquire these skills. Instead, the book gives good practice for those who already have them.

In sum, this is a very good book for the more capable and serious students in American high schools.

This review is based on the student edition.

Criteria

1. Authority

History of the American People by Risjord, a prize winning historian, is an authoritative textbook. It tells the story of American history soundly and accurately, with a sense of detail and organization that provides good opportunities for a full and clear understanding of this country's past. Historical conclusions and generalizations are supported by traceable evidence.

At the end of each chapter, this text has a short but sound bibliography, a positive feature seldom found in precollege texts. In addition, the "Sidenote to History" features enrich the book. The narrative illustrates the uncertainty of historical knowledge and interpretation, especially with respect to peoples and distant events.

Although the text generally rates high on the criterion of authority, two shortcomings are apparent. One is that the history of North America in pre-exploration times is brief and cursory, at times resulting in sweeping generalizations. The other is that the text offers no description of historical methods or the work of historians.

- Risjord's credentials include awards for distinguished teaching and Fulbright lectureships and demonstrated ties to high school social studies teaching (p. iv).
- Uncertainty of historical knowledge: "Whether [the Pilgrims'] landing [in New England] was accidental or deliberate, no one knows" (p. 27).
- Sweeping generalizations: "The part of North America that is now the United States consisted of three broad Indian groups" (p. 5).

2. Interpretation

An extensive knowledge base provides the framework for sound interpretation in this text. Controversial topics are neither muted nor excluded. Instead, comparisons with other times and full descriptions are used to provide sensible and defensible interpretations. The relationship between economic policies and foreign policies is presented in order to explain and help students understand events, rather than to defend or attack the policies.

- Slavery and its application in North America is explained in the context of its centuries-old existence (pp. 47-53).
- Westward expansion and economic development, including mining and ranching, are described to explain Indian policies (or lack of them). Atrocities such as Wounded Knee are described fully, including the difficulty in determining the exact sequence of events at the massacre (pp. 375-381).
- Reagan's budget deficit is explained in the context of the growing military build-up and deficit during the last years of Carter's term. In addition, the "New Federalism" policies of the Reagan administration are detailed in the context of world-wide decentralization, particularly in Europe and China (pp. 802-805).

3. Significance

Basic historical concepts, major figures, and key events receive sufficient treatment for students to understand them readily. In many cases, the significance of key events or ideas to later times is explained, adding a needed dimension of continuity to the narrative. Ideas also play an important role in this text. For example, Risjord is careful to integrate the Puritan and Pilgrim experiences into the larger Separatist movement, beginning with Martin Luther and the Protestant Reformation.

- Explanation of concepts: explanation of nullification (pp. 196-197), Compromise of 1850 (p. 258), Wisconsin's efforts to nullify the Fugitive Slave Law (p. 260).

- Context and significance of ideas: "The Roots of English Puritanism" (pp. 25-27).

- Significance of ideas: "Many Northerners began to realize that bondage in one part of the country ultimately represented a threat to human rights in every part of the nation" (p. 260).

4. Context

This book generally does an excellent job of providing adequate and appropriate explanations of context. Events are presented in terms of the period in which they occur, with a minimum of presentism. Primary sources, though used sparingly, are placed judiciously to allow issues and times to be viewed through the eyes of participants. The complexity of real situations generally is apparent. This history is of real people in real situations, not superhuman beings in supernatural settings.

One mild problem with this book is that the text sometimes adheres to a rigid chronological organization, even when a thematic approach might be better. For example, the ages of exploration and colonization have some intellectual and economic threads that might be handled better by taking broader periods of time as chronological divisions and then treating different aspects of the time within the chapters. But the narrative determinedly takes chronological chunks and sticks to them, chapter by chapter.

- European exploration is set in the context of both the Renaissance and expanding trade (pp. 7-16).

- Brief histories of American Indian migrations and cultures provide, among other things, the origins of some tribal names (pp. 4-7).

- Descriptions of the status of women and the "cult of domesticity" (p. 225) illustrate the issue of women's status in a context understandable by modern teenagers.

- "Mary Chestnut's Diary" (p. 290) provides one example of a primary source that is used sparingly but judiciously in the text. Primary sources are placed in the text, where they can be used most conveniently.
- Chapter 2, "The Atlantic Frontier (1620-1735)," seems to overstate the religious and idealistic motives for the founding of the colonies and understate the economic motives.

5. Representativeness

The criterion of representativeness requires a textbook to integrate the various ethnic, social, labor, and religious groups that have contributed to this nation's past. History of the American People accomplishes that feat well. The coverage of minority groups is more integrated and less "tacked on" in this text than in many reviewed. Some groups, particularly Blacks, American Indians, and women, receive fairly extensive coverage. Hispanic Americans receive less comprehensive coverage, but their treatment in this book is more extensive and better integrated than in most. However, relations with Mexico and Canada in this century are conspicuous by their absence.

It is particularly noteworthy that this text does not soften the threads of racism that run throughout history.

As with most texts, religion in the 20th century receives little coverage.

- Coverage of Black Americans in the Civil War and Reconstruction (pp. 304-308, 317-319); civil rights movement (pp. 650, 750-751); Black cowboys (p. 387).
- American Indians receive extensive coverage, both in terms of historical events and contemporary issues (pp. 328-330, 375-382, 796). Biographical sketches of Sequoyah, Tecumseh, and Metacomet are included, as is the story of Pocahontas which introduces Chapter 1.
- The section entitled "Racial Problems" describes the paradox of the discriminatory treatment of Blacks, Hispanic Americans, and Japanese Americans during World

War II, a war being fought for democratic ideals and human rights (pp. 619-621).

6. Perspective

The perspective criterion addresses the issue of historical meaning that is to be transmitted to students reading a textbook. This criterion asks whether the author has provided a sense of continuity, a feeling of the possibility of more than one view of events, a sense of the development of ideas and movements through time. In our judgment, Risjord succeeds well in these areas.

The events covered in this book are described as the clear result of actions of fallible human beings. Sometimes their intentions are honorable, other times they are selfish and shortsighted, but they always are understandable. This book also has a sense of suspense. It conveys frequently the uncertainty of the times. Descriptions of the battles of World War II illustrate that suspense, as do many of the primary sources. The major events of American history are treated with honesty and balance.

- Cotton Mather's campaign for smallpox inoculations shows the fight to gain support for an idea (p. 30).
- The Bay of Pigs incident compares Kennedy's intent to provide an active foreign policy with Eisenhower's passive policies and then goes on to label the incident as a "fiasco" (pp. 722-723).
- Interpretations of Johnson's years indicate a shift from harmony to disharmony during his term of office (p. 739).

7. Engagement

This textbook's study questions, assignments, and activities are emotionally and intellectually engaging. The text stresses critical reading and writing in a very substantial way. Questions at the ends of the chapters and under the pictures are among the best of all books reviewed in terms of cognitive complexity.

These features can make the book challenging and engaging. They also skew the audience for this book toward the "upper third" in ability levels, so that it is for more capable students in secondary schools. It would also be an appropriate book for college-level survey courses or advanced placement courses.

The activities in this book are addressed to significant skills, but the text has no well developed program to teach either general social studies skills or more specific historian's skills.

- Writing activity: "Read the 'Sidenote to History' on page 522. List the activities Rosika Schwimmer was involved in between 1914 and 1929. Write a paragraph either supporting or opposing her attempt to become a citizen of the United States" (item #3, "Research and writing," p. 543).
- Question after primary source, "Eisenhower's Farewell Address" (p. 714): "Which of the dangers that Eisenhower cites have changed since 1961? Which remain?"
- Captions under pictures: "President Truman viewed the [Berlin] airlift as a way of standing up to the Soviet Union without risking war. Why?" (p. 662). "How would you describe the mood of these Chinese, as Communist troops march through Nanking in 1949?" (p. 664).

8. Appropriateness

This is a well written, interesting, and challenging textbook. The writing is clear, and the style is thoughtful and involved rather than disinterested and encyclopedic. The author supplies anecdotes and details that illustrate events and add interesting bits of knowledge. At times, the author comments on events or turning points, as indicated in the examples that follow.

Aids such as timelines and chapter reviews guide the study of the material. Chapter introductions do not always serve, however, as advance organizers. Instead, sometimes there are interesting anecdotes that may not bear materially on the chapter narrative. Vocabulary words are highlighted but not defined in the text. Pictures are bright, and many are fresh. The expected pictures--such as Truman holding the Chicago newspaper announcing Dewey's win--are there as well. Charts, graphs, maps, sidenotes, and primary sources add interest as well as instructional support.

The reading level clearly is advanced, underscoring the need to consider this book most appropriate for the very capable students.

- Interesting style and involvement of the author: "The Japanese thus controlled most of the important islands and coastal areas in the South Pacific. . . . Even the west coast of the United States was within their reach. These were frightening times for the Allies in the Pacific. . . . Japan might have been wise to halt at that point. . . " (p. 621).

- Photo of the building of the Panama Canal is one of many not often found in other U.S. history texts (p. 510).

- The story of Frederic Tudor, the "Ice King," introduces Chapter 10, a chapter on 19th-century industrialism, immigration, and reform (p. 210). Although interesting, this story serves only to pique interest rather than to provide any overview of the material in the chapter.

Title: America: The Glorious Republic, Volume 2: 1877 to the Present (1986)

Author: Henry F. Graff

Publisher: Houghton Mifflin Company

Reviewers: Gerald Ponder with the assistance of Alfred Moss and Lynn M. Burlbaw

Overview

For a series of textbooks to be successful, each book must be successful in its own terms. The separate books must be successful and appropriate for separate audiences. Volume I of this series, intended for the eighth grade, is well written, sound, and substantive without being unduly thick with facts or difficult to read. It is "people-oriented," judged to be a worthy characteristic for a history for young adolescents. It has a good total program, full of skill-building activities, and it is sound and sensible with practical things for teachers to do.

In a series, the strengths of one volume can become the liabilities of the other. Tenth graders need different things than eighth graders--different and more complex skills, a more complex reading level, more information to process without becoming overly burdened with unrelated facts. Tenth graders are, at the same time, more conservative and more skeptical of authority than are eighth graders; they need real flesh and blood in their histories. They need very descriptive words, and they need big ideas to work over.

So the question for Graff's Volume 2 is whether it succeeds as well for tenth graders as Volume 1 does for eighth graders. My answer is yes. The strengths of the first volume--the features, the high interest level, the sound and well written narrative--are modified appropriately for tenth graders in this volume.

Volume 2 has more depth, as elaborations of major stories are added. It pulls few punches: we are told, for example, that

U.S. soldiers showed little or no mercy toward the Indians and that they often killed far more unarmed women and children than they did braves on the warpath. This text leaves the riddles of history on the table. Graff tells the readers that no one knows why Custer chose the unsound strategy that he did at Little Big Horn. There is much to be said for a school history text that believes that "I don't know" is a legitimate answer for some historical (and other) questions.

This volume of the Houghton Mifflin series has more social history than Volume 1, and again it is told in an integrated way. The features, like "A Working Woman" in the "Eyewitness to History" block, provide real grist for understanding the changes in our society (p. 223). The selection of photos, documents, and items to feature, such as the DC-3 (p.316), often are telling and insightful interpretations of the significant things in the recent past.

Graff and his publishers have succeeded in this volume, also, in producing sound, full, integrated, interesting, and informative history for students and teachers. The continuities and discontinuities, the beauty and the blemishes of the American experience are there to be studied. So are the stories of what we have become and what we are becoming (population and ways of living trends in the last chapter). So are our growing, maturing understandings of what it means to be an American and what it means to be patriotic in an increasingly complex world.

This review is based on the student edition of the text.

Criteria

1. Authority

The sense of history portrayed is modern, accurate, and linked to authoritative research, although there is no attempt to suggest any new perspectives. Many of the exercises involve disciplines geared toward studying and memorizing historical events rather than understanding historical processes. There is also a tendency to make unclear conclusions.

- "What posed a threat to the American political system was not the transformation that big business and big cities were bringing about, but unprecedented graft and corruption in government" (p. 103).

- "The immigrants helped make the wheels of American industry turn faster" (p. 74).

2. Interpretation

This text consistently presents only one point of view, but it does so with political objectivity. There is an unwillingness to acknowledge dissent within the United States, and it is clear in its reiteration of "traditional American values."

- "The forward march of American industry in the years after the Civil War opened new opportunities for people with boldness and energy" (p. 64).

3. Significance

The significant ideas, events, people, and turning points in American history are often portrayed in colorful detail, providing enough substance for students to get a clear understanding of these important points. Features such as the "Achievements in Technology" sections show how major accomplishments in history were made possible by advances in technology and that the advance in technology is not just a current phenomenon.

Primary sources are too few and are not coordinated with the text; many of the sources are political speeches or "Documents of Freedom," such as The Fourteen Points and Roosevelt's War Message to Congress. An emphasis on political and economic developments could lead a student to conclude that social changes have been unremarkable.

- Each chapter review contains a section on "Relating Past to Present," with such questions as: "What opportunities are there for American Presidents to play the role of peacemaker in the world today?" "What recent Presidents have tried to serve as peacemakers?" "What successes have they had?" (p. 203).

4. Context

Graff's text provides excellent context for the study of American history. Transitions are explained clearly. "World Scene" features in the chapters tell students what else was going on in the world at the same time as events in the United States. The book has a strong geography strand that shows the influence of geography on historical developments. And the text does not impose the judgments of the present on the figures, ideas, and events of the past.

Terms, practices, ideas, and quotations are embedded clearly in the historical contexts of place and time, a standard that is met largely because of the author's expressive writing style. This writing style compensates for his traditionalist approach. This is one of the few texts to present a mildly tempered sense of American importance within a world context.

- Each chapter contains a section on corresponding global developments, such as "Independence in Asia," p. 337, and "New Nations in Africa," p. 363.

5. Representativeness

The contribution of Blacks and women are well represented and integrated into the narrative. They are not just "tacked on." Other minority groups are less fully treated, but when they are, they are not treated stereotypically. Although not showing exclusively the history of elites, "ordinary people" and their life styles are poorly represented. The status of the United States as an immigrant nation is not stressed.

6. Perspective

The criterion of perspective, an important historical criterion, is an especially strong characteristic of the Graff text. The presentation is balanced from the standpoint of conflicting points of view. It contains an excellent world view, and the text is set well in time and place.

The work does have some shortcomings, however. History is presented as an inevitable progression of human events rather than as a human story, although a few first-hand accounts do give token suggestions of everyday life. Foreign policy in particular is presented as the inevitable choices of councils of learned men. Traditional interpretations and U.S. governmental activity both go largely unquestioned in America: The Glorious Republic.

- The text cites the following as the only result of the Gulf of Tonkin resolution: "The President was authorized to continue America's military effort in Vietnam" (pp. 376-377).

7. Engagement

One of the book's main assets is its readability. Colorful photographs, cartoons, and representative artwork are dispersed evenly throughout, and yet the text remains uncluttered. Interesting stories of uncertain immediate relevance hold the reader's attention for the length of the chapter. Exercises included in the book encourage students to do their own research.

- In the course of a lengthy description of the charge up San Juan Hill, the author writes: "Roosevelt fought with a bravado equal to his warlike words before the war. Barely able to see without his glasses, he went into battle with a dozen pairs sewn in the lining of his uniform--in case a few should get shot off!" (p. 141).

8. Appropriateness

This text is pedagogically sound. The readability is carefully controlled, but the text is still quite lively and interesting. The substance is not watered down. There is an exceptionally strong skills development component, which gives students the opportunity to answer good questions.

Title:	Legacy of Freedom, Volume 2: United States History from Reconstruction to the Present (1986)
Authors:	Glenn M. Linden, Dean C. Brink, and Richard H. Huntington
Publisher:	Laidlaw Brothers
Reviewers:	Lynn M. Burlbaw with the assistance of O. L. Davis, Jr.

Overview

This text, full of interesting information for students, contains aspects of art and literature not usually found in textbooks. Students will gain a new appreciation of historical developments within the United States from the passages on literature and drama of the 1960s and 1970s. Nowhere, however, are the students asked to analyze why the writers and poets wrote what they did or what the works of art or dance say or reflect about American society.

Students will have difficulty separating what they know and what they have read from conflicting facts that may have been presented solely for the purpose of testing. On the test for Chapter 25 students are asked to look at a cartoon showing a computer being fed numbers and letters from a spoon and to evaluate some statements as True, False, or Unanswerable from data given. Three of the five answers are listed as unanswerable, even though students could, using their knowledge about computers gleaned from the textbook or interpreting the drawing in a different manner, answer two of the questions as True. Enough real-life situations exist for students to practice social studies skills without concocting hypothetical situations.

Interesting and useful resource material is included at the end of the book in the Readings section, but no reference to the Readings is made in the student text. Few references are made to the numerous charts, graphs, and maps included in the Resource section of the text. The fact that the Readings are at the end of the book make them less part of the text and more optional, a fact that will not be lost on most students.

Students will find the chapter summaries and the special features interspersed among the pages of the text by looking for the blue headers and brown pages. Lucky students will discover and read these special features and learn to value the information they contain.

This review is based on the student and teacher editions, and the Teacher's Resource Guide.

Criteria

1. Authority

The authors rely on historical documents to justify their narrative of United States history. Excerpts from historical documents are used to make points throughout the text and are included in the Readings found at the end of the text (pp. 547-695). There are no listings in the Index of ideas, people, or events in the Readings. Each chapter contains a feature, e.g., "Focus," "Historical Sidelight," "Conflicting Opinions," or "A View of the Times." The features use primary and secondary source material to provide enrichment.

Each unit concludes with an exercise entitled, "Applying the Historian's Skills." The authors must assume that the students already know how to apply these skills, since no guidance is given. Further, the Teacher's Manual does not provide instruction for teaching the skills to the students.

- End of unit exercises include: Interpreting Graphs (p. 136); Interpreting Historical Posters (p. 258); Interpreting Cartoons (p. 322); Analyzing Primary Sources (p. 424); and Interpreting Cartoons (p. 544).
- Uses of historical documents are found throughout (pp. 44, 48, 87, 120, 133, 150, 13, 269, and others).

2. Interpretation

The authors carefully present the views and attitudes of the times. Topics that have been excluded or glossed over in other textbooks are included and discussed. The differences between people and controversies that have existed in American society, from Reconstruction policies at state and national levels to the rifts in society concerning the treatment of women, children, and the elderly, are evident in the chapters.

- o Inclusion and coverage are clearly represented by discrimination during World War II (p. 354); Japanese internment (p. 355); the Scopes trial (pp. 276-277); Holocaust (p. 366).

3. Significance

The authors present information about the major and sometimes minor events that occurred in history. The treatment of the Yalta Conference is balanced, presenting the views of both the President's supporters and critics (pp. 361-362), but little is said about the long-term effects of the Yalta Agreement, especially as part of the discussion of the Cold War.

The Depression is covered in 20 pages that deal primarily with business and government. In the section that deals specifically with the people involved in the Depression, "The Great Depression Begins," the authors present information on the migration within the United States but misspell the name of one of the major participants, the Okies (pp. 290-293).

Some of the significance of historical events may be lost on students who are asked to focus on trivialities in history rather than on trends and interesting events that, although occurring many years ago, have significant effect on their lives today. Timeline events are important but must be understood in terms of context and effect on subsequent occurrences.

- o Tests that ask students to order events (tests 1, 3, 4, 10, 11, 14, 16, 19, 21, and 22) under the guise of Social Studies Skills give students a false sense of what Social Studies is about and confirm the criticism of emphasis on trivialities.

- Okies is spelled "Oakies" in the text and also as a fact and idea on Test 14, p. 105, in the Teacher's Resources. It may be difficult for the student to make the connection between the dust bowl days in Oklahoma and some group of people called "Oakies."

4. Context

The events of history are presented in the context of their times. Little is said about the existence of new or varying interpretations of the events in light of more recent discoveries. The authors cover the events of the last 25 years thoroughly. The interplay between society, government, arts and literature, and technology is carefully illustrated. From the fledgling movie industry to contemporary sculpture and poetry, the arts of the Twentieth Century are illustrated throughout the book.

- Contemporary artists' works are used as illustrations for the text (e.g., pp. 140, 193, 386, 404, 414, 415, 522, and 537).

5. Representativeness

The role of individual groups in the development of the United States is documented throughout the text. Activist women and aspiring Black women are present in both text and illustration.

Blacks are portrayed as desiring the same things in life as other people but with special problems brought about by skin color. Their successes and setbacks in an attempt to be treated equally are well exemplified. The effect of politics, economics, and social events on the status of Blacks is shown.

Indians, Hispanics, and Asians are all shown to have had a part in U.S. history. The "Focus and Politics" section documents the changing roles and successes of non-white, non-male members of society in politics in the last ten years (pp. 526-528).

- Women and their new roles and aspirations (pp. 65, 142, 158, 525, 534).

- Black people in United States history (pp. 43-46, 47, 51, 55, 56-59, 91, 132, 354, 394, 395, 406, 478).

6. Perspective

The text is an accumulation of the events that have shaped the American experience. Individuals with common aspirations as well as great men and women are portrayed. As in many social studies textbooks, events are presented as important in one time and in seemingly isolated instances rather than portrayed as contributing to and influencing the future. Students are unlikely to see the importance of the Treaty of Versailles in sowing the seeds of World War II, since reference to the treaty is made only once in the chapter on the rise of Germany: "Hitler also attacked what he and many other Germans saw as the injustices of the Treaty of Versailles" (p. 331).

7. Engagement

What students are asked to learn about the history of the United States is neither exciting nor engaging. Questions such as those below will only serve to bore students and convince them that there really is not much to learn about United States history. The activities at the end of the chapter are not particularly challenging. Students are asked to remember facts from the text, but they are not required to grasp their meaning or understand how they fit together.

While the chapter tests provided in the Resource Manual purport to test for concepts and generalizations, most of the multiple-choice questions actually test for factual information. The connection to generalizations and concepts is weak.

The text is visually pleasing; sections and features are identified with color bars. The maps are detailed and easily read. The works of period artists, sculptors, and writers illustrate the text.

- Questions asked of students: "What is the difference between op art and pop art?" (p. 417); "Give three examples of the decline of the economy after the stock market crash" (p. 293).

- "Alexander Calder began working with mobile sculpture because it (a) was more realistic, (b) was easier to use outside, (c) brought movement into art," (p. 118, chapter test 20, Teacher's Resource Guide).

8. Appropriateness

Short declarative sentences are common, often preceded by a qualifying adverb or phrase. The choppy nature of the writing makes the text hard to read. Students will be unable to sustain interest if they are constantly trying to figure out what is being modified and why the authors are using the qualifiers that they do. In a number of places, the text appears to be many isolated facts strung together into paragraphs.

The knowledge asked for in the Section Analysis at the end of a section will often appear trivial and inconsequential to the student unless the teacher relates it to a larger picture.

Some examples: Questions--"What was the Comstock Lode?" (p. 130); "Why did baseball grow so quickly in popularity?" (p. 191); and "What was the average rate of unemployment during the Eisenhower years?" (p. 402).

Title:	Heritage of Freedom, Volume Two: History of the United States from 1877 (1986)
Authors:	Donald A. Richie, Margaret Altoff, and Richard Wilson
Publisher:	Scribner Educational Publishers, Macmillan Publishing Company
Reviewers:	Maria Garza-Lubeck with the assistance of Lynn M. Burlbaw

Overview

Heritage of Freedom's strength lies in its appreciation of the full spectrum of the American people. It features a more global perspective than other textbooks. The layout is good, as is the writing style. However, severe structural and pedagogical problems exist. The student is rarely challenged and thus the opportunities for intellectual development and growth are limited. Student activities are typically dull and monotonous. As a textbook to be used for an entire school year, it lacks depth. The readings and some of the activities are useful but underutilized.

The low level of thought required in many of the exercises and the confusion or seemingly meaningless nature of many of the items in the reviews and activity pages makes this text inappropriate for high school students. The text is likely to impede student success in two very important ways: It does not challenge students to realize and go beyond their potential, and in those instances where it does attempt to challenge and motivate, it fails to provide adequate instruction and information.

This review is based on the student edition.

Criteria

1. Authority

Ample use of long and short quotations often enhances the narrative. Frequently, the exact words of a speaker are used when making a point in the text: "'It is not an army that we must shape and train for war,' said President Wilson, 'it is a nation'" (p. 210).

The readings at the back of the book are first-hand accounts of events and sentiments of the time being studied. The historical study skills are unevenly presented and not well developed. As a result of the lessons, students may know what a historian does but not the intricacies of historical methods.

2. Interpretation

The authors tend toward a conservative and noncontroversial interpretation of history. In a few isolated instances, the authors admit to more than one point of view. Regarding the assassination of President Kennedy, the text notes that "The circumstances of Kennedy's assassination were carefully investigated, but questions still remain" (p. 381).

The Reading sections of the text consistently offer a variety of viewpoints. All the readings are excellent, broad, and extensive. Unfortunately, they are all placed at the end of the text, which may dilute their effectiveness. Some examples: "Story of a Syrian Family in America" (p. 29); "From Career Woman to Housewife" (p. 123); "Mexican American in the Vietnam War" (p. 138); "The Creative Spirit of Black Women" (p. 152).

3. Significance

Although the text makes a solid and admirable contribution to multiculturalism (students are made aware of the roles and contributions of all people to American society), the fact that the student activities are dull and unimaginative seriously undermines the significance of the text.

4. Context

The events are clearly embedded in their times, in spite of the simplicity of text and weak analysis of the ramifications of events. On a few occasions, judgments on events are made in terms of current ethics and morals (see below). In general, people and events are placed within the broader social, historical, and economic context, which helps students to comprehend the complexity of human events. The examples cited below present innumerable possibilities for mature and thought-provoking discussion in the classroom:

- Discussion of the valor and suffering of Japanese Americans during World War II (pp. 314-315).
- The Tennessee Valley Authority is justified on the basis of progress and social benefit without regard to the sentiments of people who lost their land due to the construction (pp. 268-270).
- "One reason New Deal programs for Black Americans were so limited was the opposition of powerful Congressional committee heads from the south" (p. 291).
- Regarding McCarthyism: "There was a tendency to mistake criticism of American institutions with [sic] disloyalty. As Judge Harold Medina told the jury that convicted the 11 Communists of conspiracy, 'taking away the right to criticize does not make a country stronger'" (p. 343).

5. Representativeness

This criteria, in general, receives very high marks. The text's attention and sensitivity to representativeness should set a standard for excellence. Note the adjectives used in the examples below.

- "These (Chinese) hard-working people were resented for the same economic reasons they had been resented when they labored in the railroad gangs. Nonetheless, an impressive Asian cultural heritage survived in the West" (pp. 74-75).

- A picture shows a monument to pioneer women, and the caption states: "Their lives were filled with hardship, but their courage and determination made possible a new life on the frontier for their families" (p. 82).
- "Women and blacks helped the war effort in many ways. Women ran businesses while men were away, collected money, made bandages, and helped the wounded. . .Black soldiers fought on both sides" (pp. 16-17).
- "Mexican Americans made up another cultural group in the western mining camps. . .Mexican Americans seized opportunities to work not only in mining but in the railroad and cattle industries as well. In the process, they contributed skills, language, and a rich heritage to the west and their impact on the frontier was great" (p. 75).

6. Perspective

Students are given a picture of the United States that includes the great and the small. The gains and losses of freedom and liberty are shown. Students will know that not everyone agreed with or supported every activity of either government or business in the growing nation. However, there are exceptions to the generally balanced perspective found in the text. There is an underlying ethnocentricism in regard to Mexico that is most apparent in the sections dealing with U.S. territorial acquisitions and Manifest Destiny. This perspective characterizes the Mexican War as a necessary evil and implies a social Darwinism to Mexican land losses: Mexico could not hold on to the Southwest, but the United States could and would. Such simplistic and chauvinistic characterizations are damaging and offensive.

7. Engagement

Student activities lack imagination and focus on lower level skills. All the Unit Reviews provide very good examples of this allegation. Student activities in the Unit Reviews are typically vocabulary drills, recall of main ideas, chronology reviews, and at least two questions on applying history study skills. The emphasis is on memorization and rote learning.

The text is fairly easy to read, and the students are not required to learn many new words (two in Chapter 11, three in Chapter 12).

The Review of Chapter 14 is an appropriate example of pedagogical weaknesses. Students are required to fill in the blanks, identify the nation in which particular events occurred, locate places on a map, and so forth. (p. 320).

8. Appropriateness

The text contains high interest and broad readings, and the writing style is appropriate to the age level of the students. There are ample illustrations and pictures. Key terms are in bold type and history study skills are integrated into the text rather than placed exclusively at the end of each chapter.

The chapter reviews are not stimulating or inspiring. They typically contain sections on vocabulary words, summary questions (who, what, when), chronological listings, and very simple study skills questions, such as "How many fewer manufacturing establishments were there in 1849 than 1899?" (p. 65).

Title:	History of the American Nation from 1877, Volume 2 (1986)
Author:	John Patrick and Carol Berkin
Publisher:	Scribner Educational Publishers, Macmillan Publishing Company
Reviewers:	Gerald Ponder with the assistance of Lynn M. Burlbaw and Maria Garza-Lubeck

Overview

Scribner Educational Publishers' A History of the American Nation From 1877 is a split up, pieced together book both physically and conceptually. Volumes 1 (to 1877) and 2 (from 1877) are clearly two halves of the same book. It is unclear whether the books are intended for a junior high or high school audience. The parts are inconsistent: The narrative is "dumbed down" and "watered down," ostensibly for a lower ability audience. However, the readings and introductory sections are the same as those that appear in the "on level" book. The text contains a heavy dose of socialization with a flag-waving approach to American history. The story is impoverished by cursory coverage of important events, and the book lacks visual excitement and intellectual stimulation. This book should rank in the lower third of the books reviewed.

This review is based on the student edition of the text and the Teacher's Resource Book.

Criteria

1. Authority

The credentials of the authors are well known to social studies educators, if not to historians. John Patrick is an experienced textbook author who can be expected to produce a text that shows concern for student reading and learning. The sources used by the authors in preparing this text are not readily available. They appear neither in the student text nor in the

Teacher's Manual. The narrative itself is sprinkled with quotes that lend authenticity to the rendition of events. However, controversy is sometimes presented blandly and tentatively. An example is the treatment of the Indians (pp. 477-482). The authors risk their credibility by throwing in tangential material, such as the "bonanza farmers" (p. 476)--a topic that is mentioned but not developed.

2. Interpretation

Perhaps in an effort to control the readability of the text, the authors and publishers have squeezed much of the complexity from American history through simplified, often conservative interpretations. For example, the "Linking Geography and History" section clearly implies that the domino theory as applied to Southeast Asia was an unquestionably valid one (p. 749). Section heads such as "Women Have New Opportunities" and "Minority Groups Make Progress" are indicative of the boosterism that prevails in the coverage of recent history.

3. Significance

While the major events and the people who enacted them are portrayed, major turning points are not designated by emphasis or by features that explore the major concepts of history. The total length of this book (about 305 pages of narrative text) does not compare favorably with other books reviewed. The worksheets in the Teacher's Manual are of little help in producing a sense of significance for the students, as most worksheets seem unrelated to the narrative text.

4. Context

This text generally does well on this criterion. Students should have little trouble staying oriented in time. Present-day judgments on the past are not imposed. For example, the section on dropping the atomic bombs (pp. 682-683) explains the actions in the context of the fear at the time. Additional reasons given for dropping the bomb include the unwillingness of the Japanese to consider surrender, even after the first bomb was dropped and Russia attacked Japanese forces in Manchuria and Korea. On the other hand, students are given an opportunity to make judgments related to the past. An example is a question that asks students to compare the German treatment of the Jews and the U.S. treatment of the Japanese Americans during World War II (p. 690).

5. Representativeness

The histories of women and minorities are presented when the chronology of events demands it rather than as a matter of concern. Most of the space devoted to minorities is given to Blacks, while other groups such as Mexican Americans and Asian Americans are little developed. Cesar Chavez, for example, does not appear in the text, but we are assured in the last pages that minority groups are making gains.

- For example, Mexican Americans are last indexed on page 612 as farm workers in 1910. There is one mention of Mexican Americans as part of a 32-line treatment of minorities in the 1980s. Asian immigrants and illegal aliens are mentioned only briefly (pp. 763-764).

6. Perspective

This text fares poorly on the criterion of perspective. Again, perhaps following an intent to make the text easy to read, the sections are brief and unrelated. An additional shortcoming is the persistent, almost unbridled boosterism that characterizes these pages. If I were to summarize the chapters on the rise of industrialism, big business, and the labor movement from reading the text, the summary would go something like this:

> American industry, blessed with abundant natural resources and an able labor force, was responsible for any progress in the late 19th century. The behavior of the captains of these industries, the Rockefellers and Carnegies, was particularly farsighted and commendable. Oh, and by the way, some laborers formed unions that sometimes engaged in strikes, for reasons that are unclear.

That summary, of course, does not appear in the book but represents my impressions from reading the chapters on industrialism and the labor movement. In addition to attenuated coverage and questionable boosterism, the text at times threatens the student's sense of chronology by its arrangement of topics.

We found Chapter 20, "The Last Frontier is Settled," particularly troubling. The text arranges the topics like this: railroads open the frontier; miners and ranchers, farmers, Indians lose the frontier. Since this series of events was happening concurrently, it seems more accurate to say: The Indians were removed from large areas by the killing of the buffalo and by Army removal or extermination policies, which caused the miners and ranchers to come in even greater numbers. Then farmers moved to the frontier, which eventually was closed because railroads made even distant frontiers readily accessible.

The brief treatment of topics makes it difficult for students to gain any perspective on the topics. For example, Reagan sent the Marines to Lebanon to keep peace, but no mention of deaths is given (p. 761); the Dawes Act failed because Indians were given land with poor soil, but there is no mention of cultural differences between whites and Indians or the unrealistic expectations that Indians would become farmers (pp. 481-482).

7. Engagement

The Patrick and Berkin text clearly makes an effort to be readable and usable to less able students, but the effort is often inconsistent. The sentence structure in the text is at times difficult to understand. The topics often are given short treatment, yet there is unnecessary, extraneous material included. For example, The Knights of Labor (KOL) organization is given 17 lines, too few to really understand the significance of the group (p. 502). Yet one of those lines is devoted to the unnecessary fact that Terrence Powderly, the founder of the KOL, who was an immigrant railroad worker who later became the mayor in Scranton, Pennsylvania. What is the important fact here, Powderly's background or the Knights of Labor movement?

The chapter and section reviews are skimpy in comparison with other texts, and the questions are loaded toward factual recall. Some of the tough questions--such as this one on p. 485, "How do you think a peaceful settlement could have been reached between the Indians and the U.S. government?"--are very broad and could leave students floundering.

New vocabulary identified between short, choppy sentences makes the text hard to follow. Often the narrative presents incomplete discussion of ideas. Based on the discussion of the topic in the book, for example, students would not understand the dispute involving fencing of the open range (p. 474).

8. Appropriateness

This book is bland, sometimes boring, and "watered down." It is not visually appealing in the same way that other texts reviewed have been. It clearly is a split text, and students have no access to the first volume. The best things about this book are the readings and the introductory chapter, which summarizes the period from early Indian civilizations through the Civil War. Interestingly, these features also appear in the other Scribner offering, which indicates that the editors were inconsistent in their efforts to accommodate and control reading levels.

Although this book is identified for students with low reading skills, little has been done to help them. Less exciting, bland writing does not help readers stay involved. The sentence structure is confusing; page numbering is continued from the first volume to which students do not have access; the index lists items in both the first and second volumes, which means that students will have to skip all references with page numbers lower than 467.

Title: The American People: A History from 1877 (1986)

Authors: Ernest R. May and Winthrop D. Jordan

Publisher: McDougal, Littell & Company

Reviewers: O. L. Davis, Jr. with the assistance of Maria Garza-Lubeck and Alfred Moss

Overview

The American People: A History from 1877 is a good textbook. Students should enjoy the human dimensions of the nation's story and profit from the full text and variety of perspectives presented. The sense of conflict portrayed is not overdrawn; unexpected realism is the norm. The textbook shows respect for the seriousness of American history--especially for a number of subgroups and the ideas in which they believe. The book profits from a global perspective and from explicit emphasis upon the contributions of geography, economics, sociology, and government to an understanding of both the processes and conclusions of history. This substantial textbook is well conceived, thorough, and rich.

This review is based on the student edition.

Criteria

1. Authority

This textbook portrays American history since the Civil War accurately and sensitively. It presents a balanced history that is neither remote nor "instant." Abundant data are available, and primary documents are presented in the narrative and as separate sources. Illustrations also serve as data sources for students. Generalizations are based on evidence, and questions are designed to help students understand both the issue under study and how appropriate generalizations are constructed.

2. Interpretation

The interpretive points of view in this textbook are sophisticated and varied, yet they should not be difficult for most high school students to understand. The authors demonstrate an easy manipulation of facts and how changing attitudes and contexts result in different interpretations of situations throughout history. Topics such as foreign policy, civil rights, and labor are well treated and carefully integrated into the larger tapestry of American history. Special note must be made of the textbook's use of special chapters called "Perspectives" in each of the five units; these chapters link geography, economics, government, and culture (often literature and art) to the period being studied. Other features focus on "Global Connections," "Social History," and other important topics (e.g., The Great Plains, Justice, The Stock Market, OPEC and Energy).

3. Significance

Not all events or periods are treated with equal significance. The development of American society is portrayed through the careful selection of broad, important, persisting issues and ideas and the use of some examples as particularly noteworthy and instructive illustrations. Rather than explaining only the immediate effects of an election, for example, the book illuminates how people felt about the campaign, who could vote, what popular appeals were employed, and how the choice would be important to subsequent events. A number of issues and topics--e.g., growth of suburban America (pp. 463-464), the Harlem Renaissance (pp. 282-283), the GI Bill of Rights (p. 426)--are related meticulously to larger themes. This textbook underlines significance by the inclusion of authentic sources within the narrative.

4. Context

Historical events are set within their political, social, and economic contexts and are carefully developed. Significant individuals and topics such as labor, sports, architecture, drama, music, arts, and changes in manners and behavior are included. Portrayal of the complexity of real situations belies any concern for simplism. This attention to rich context may contribute to comprehension difficulties for some students and will require more than casual attention by teachers.

5. Representativeness

This text represents well the great diversity of the American culture and its people. Its portrayal of women and ethnic minority groups, immigrants, and laborers shows a general sensitivity to equity and realism. Examples include a section of women's contributions to the work force in World War II (p. 236), note of the large number of Black cowboys (p. 38), and the inclusion of readings on the women's movement (e.g., "The Feminine Mystique," pp. 541-542, and "The ERA Is Criticized," p. 587). American diversity is also shown in the realistic portrayal of conflict between groups as well as within the larger society.

6. Perspective

The American history revealed in this textbook is both fairly presented and highlighted by several reasonable perspectives. Specially noteworthy are the world views which aid in telling the American story. "Roads not taken" are commonly presented, and this attention facilitates understanding actions that were taken. A specific example of this attention is entitled "Alternatives to Capitalism: Socialism and Communism" (pp. 104-105). "Global Connections" in each unit relate developments in the United States with those world-wide; these features provide an excellent pattern that can be used by students and teachers in creating additional examples. Another illustration of this textbook's perspective is the careful attention given to foreign relations, especially between the United States and the Soviet Union.

7. Engagement

The narrative is engagingly written, readable, and interesting to students of varying talents and interests. Especially noteworthy are the textbook's section on views that stress vocabulary and facts. The chapter reviews encourage higher-order thinking, specifically comprehension, application, and evaluation (i.e., comparing past to present). Special readings and features (e.g., "Focus," "Global Connection," "Social History") pose questions that require attention to relevant facts and concern for thinking (e.g., inference, extrapolation). This textbook encourages students to think critically and creatively.

8. Appropriateness

The sophisticated interpretations offered in this textbook are clearly presented and should be understood easily. Substantial prior knowledge is not assumed. Key vocabulary, concepts, and individuals are identified. The textbook is on target for students at this age and level.

Title:	United States History, Volume 2: Reconstruction to the Present (1986)
Authors:	Henry N. Drewry, Robert P. Green, Jr., Thomas H. O'Connor, Laura L. Becker, and Robert E. Coviello
Publisher:	Charles E. Merrill Publishing Co.
Reviewers:	Maria Garza-Lubeck with the assistance of Gerald Ponder

Overview

This text is written in a consistent, flowing style and contains a great deal of information. At times, it has too much information and not enough interpretation. Some parts like the "Historian's Craft" sections are particularly commendable. Although it has a number of fine attributes, the bland homogenization of the American people makes the text ineffective and potentially damaging. In general, women, minorities, and working class people are absent or given only minimal attention. The most substantive coverage of women occurs in four paragraphs on the role women played during World War II (p. 351-352). An example of a potentially damaging section is the picture of a Jewish man holding a sign saying "I am a Jew but I won't complain about the Nazis" (p. 319). The caption under the picture asks why Hitler made a scapegoat of Jews. Without considerable teacher direction, a picture such as this (which is not adequately discussed in the text) will serve to confuse or alienate students. Only three sentences discuss the Holocaust.

This textbook contains 528 pages. Only four paragraphs are devoted to Hispanic Americans, a group whose population now exceeds 14 million. The valuable contributions and the role that Hispanics have played in shaping American history merit more attention. To feature a picture of golfer Nancy Lopez (p. 482), while it pays homage to her accomplishments, does little to redress the wrong. American Indians, Blacks, and women are allotted similar minimum coverage.

Chapter 20, on the other hand, devotes 20 pages to the late 20th Century, "American Society in Transition," including the counter culture--hippies, drugs and communes, music (the Twist, Acid Rock, Beatlemania), the Hare Krishnas, and Reverend Moon.

This review is based on both the student edition and the Teacher's Annotated Edition.

Criteria

1. Authority

Though the text lists five authors with a wide range of credentials, the narrative flows smoothly and evenly. The history recounted here is traditional, but one that usually does not shy away from potentially sensitive issues.

A strong point for this text are the sections called the "Historian's Craft," which make serious efforts to teach thinking skills related to history and to provide an appreciation of the work of historians.

2. Interpretation

The interpretations provided in this text are generally conservative and at times chauvinistic. While the authors give full recognition, for example, to the American role in fomenting the revolt in Panama in 1903 (p. 197), the interpretations of other issues and events are not as straightforward or insightful.

- The Vietnam War during the Johnson administration receives only two pages of coverage, and opposition to the war is covered in less than a column. In that column, a complex figure like Senator J. William Fulbright is reduced to the label "dove," and his opponents are relegated to "hawks." Such glossing of an area so important to an understanding of present foreign relations does not serve well high school students who have no memory of these times.

- Another example of the narrow interpretation of history is found in the quotation "...while the U.S. and Mexico were squabbling over the Southwest, Americans were also moving into the Pacific Northwest" (p. 23). Mexico fought a long and determined battle against United States aggression (territorial and otherwise) and ultimately lost an enormous amount of land. To characterize this resistance as "squabbling" is inaccurate and offensive.

3. Significance

The text, at times, does not downplay the role of economics in shaping political history. In a rare departure from the norm, the section on the Westward Movement includes the word "capitalist" and "Big business and cattle raising" in bold type (pp. 56, 58).

The significance attached to mass mobilization efforts is another example of the author's attention to political history. The concept "propaganda" is discussed within the context of deliberate government policies intended to move and persuade an entire population.

- "The war was promoted as a crusade against oppression and militarism, and the enemy shown in the most negative light possible. The Germans, for example, were a prime target. They were linked to Barbarian Huns. . .anything German was discouraged. . .sauerkraut was renamed 'liberty cabbage'" (p. 223).

4. Context

Each chapter begins with a highly interesting and frequently provocative quotation from the period being studied. The text strives to introduce events against the backdrop of social, cultural, and economic history. An effort is also made to build upon concept and issues. See "Using Skills" for an example of helping students identify emotional bias and objectivity in period readings (p. 53).

Quotations from important or illustrative writings are included in the text. Martin Luther King's "I Have a Dream" speech is featured, as is the description of a garment factory from a letter written by a sewing machine operator.

5. Representativeness

Except for a few heroines such as Eleanor Roosevelt, women seldom appear in the text. Blacks are the most visible minority, and their story appears briefly in predictable places. Hispanics receive less than two pages of coverage, and much of that is a special feature on Luis Munoz Marin, the former governor of Puerto Rico. When minorities and women are mentioned, the presentation is more a factual account of the events of the time than a presentation of their character. There are few anecdotes, quotations, or statistics to illustrate or enliven the accounts of minority life in the 1880s, 1920s, or 1980s.

6. Perspective

The Prologue contains a number of controversial quotations about history that feature different and opposing perspectives. The authors also call attention to the need for understanding history as well as knowing the limits of history when they state: "History may not provide complete answers" (p. 1). The text's perspective of American life is also commendable. The problems of the laborer in the late 19th and early 20th century are presented in depth (pp. 120-126). Students are shown both the good and the less admirable development of the nation.

- "History is a lie agreed upon" by Napoleon and "Those who cannot remember the past are condemned to repeat it" by Santayana are quotations found in the introduction.
- The changing character of work and leisure is a major feature (pp. 135-143). The impact of the ideas of both imperialism and Social Darwinism are also discussed (p. 177).

7. Engagement

The text is very well written and the layout is visually appealing. Each chapter is opened by a personal quotation intended, no doubt, to elicit student interest and discussion. Each chapter contains a summary section which numbers and identifies the chapter's main points, a vocabulary list, review questions, and questions for discussion. The discussion questions are the most challenging. The "Historian's Craft" sections are also outstanding. Unfortunately, the review questions at the end of each chapter section only emphasize recall.

8. Appropriateness

The text is suitable for the student reading level. There is an imbalance in skill building and student activities. Recall questions generally predominate, except in the "discussion," "using skills," and "Historian's Craft" sections.

- Students must determine which statements are more difficult to prove, e.g., "#5: (a) Settlement houses significantly improved the lives of the urban poor; (b) Settlement houses offered many services to the urban poor" (p. 147).
- "In your opinion, which of the first five words in each of the following statements makes the statement true? 1. All, Most, Many, Some, None. . ." (p. 111).

Title:	A History of the Republic, Volume 2: The United States from 1865 (1986)
Author:	James West Davidson and Mark H. Lytel
Publisher:	Prentice-Hall, Inc.
Reviewers:	Alfred Moss with the assistance of Lynn M. Burlbaw

Overview

Prentice-Hall's A History of the Republic is characterized by an unimaginative and simplistic interpretive style, a failure to encourage students to envision ideas and issues, and a choppy, unnecessarily difficult structure. Although many topics are covered, including literature and art, and their representation in everyday life, such coverage is brief and mechanical. Little is presented in the book to clarify the meaning and significance of major events, issues, and figures in U. S. history. A History of the Republic also fails to present the meaning and significance of America's role as a world power in the context of global history and politics. Any tenth-grade text worth the name has to offer a more dynamic, sophisticated, and thoughtful narrative than this one does, plus exercises designed to promote reflection and understanding. Failing on all these points, this text is unsuitable for tenth-grade use. The book reflects the publisher's desire to respond to marketplace demands with a minimum of effort and little understanding of what constitutes a quality product.

This review is based on the student's edition.

Criteria

1. Authority

To meet the standards of this criterion, the text's authors cite literary works from the period under discussion and report what the writer of the work meant or why it was written. Historical readings found at the back of the book are referenced at the beginning of each chapter, and a suggested outside reading list is included at the end of each chapter. However, the facts that are meant to be substantiated by these source-proofs are frequently presented without adequate explanation and interpretation. A potentially saving feature of this book, the 250 plus pages of "Readings and Other Sources," all too often becomes simply a showplace for examples of popular culture. In reading this text, a student would have difficulty understanding either the process of doing history or the importance of studying it.

2. Interpretation

The text is unimaginative in its interpretive style, which essentially consists of a flat recital of facts. Where there is interpretation, however, the writers present American history as a series of progressive reforms with a troubling tone of American messianism throughout. Controversial topics are handled objectively, but there is never a challenge to--or critical reflection on--traditional viewpoints.

- o One highly representative section review question asks, "Which battle ended Spanish resistance in Cuba?" (p. 126).

3. Significance

By its failure to encourage students to envision ideas and issues, the text only minimally meets the standards of the criterion. To its credit, it does demonstrate a clear sense of chronology and attempts to incorporate elements of the new social history. The latter, however, is more an attempt than an achievement, as is reflected in a treatment of minorities that is often only suggestive of new research and attitudes.

- o A discussion of late nineteenth-century immigration is summed up by the sentence, "They added a sparkling diversity to American life" (p. 106).
- o Adolf Hitler is mentioned only briefly and is not assigned responsibility for the domestic and foreign policies of Germany while he was head of state. The text does connect Hitler with the Nazi death camps, but there is no use of the word Holocaust (p. 301).

- The word "pollution" is never used in the text.

4. Context

Despite the book's tendency to oversimplify, its terms, practices, ideas, and quotations are embedded clearly in the historical contexts of place and time. Also, sections and chapters are related to each other. No inappropriate moral judgments are delivered, and current perspectives are not imposed on past events.

The book presents an acceptably detailed coverage of the Great Depression and its effects on women, Blacks, Hispanics, and Indians.

5. Representativeness

A wide variety of groups that have been omitted from earlier histories are mentioned frequently. Women, in particular, are discussed as a significant and progressive force in U.S. history and the history of the Western world. Unfortunately, the treatment of racial and ethnic minorities is somewhat sterilized. There is a pervasive indication that although some misguided Americans may have directed hostilities at certain minorities, the dominant groups in the United States have learned their lesson and led the way in shaping a truly democratic and egalitarian society.

- The following statement is made about late nineteenth century imperialism: "In some areas United States influence meant better education, improved health care, and more stable government than that which had prevailed before. The hard fact remained, however, that the United States had become a colonial power, like Great Britain at the time of the Revolutionary War" (p. 129). There is no discussion of the impact of American colonialism on native cultures or on the desire of native populations to be free to shape the future of their societies.

6. Perspective

Throughout, the text suggests that life in the United States, the best of all possible countries, is constantly getting better. What the authors probably intended as a sincere attempt to convey the uniqueness of the United States and its people degenerates into veiled patriotic bias. The only correction to this questionable tone is the "Reading and Other Sources" section, which conveys something of the complexity of American history. This reading section, however, is at the back of the book.

7. Engagement

The book's short, choppy sentences will not sustain the interest of able tenth-grade students. Another problem, and one that reinforces this judgment, is the book's poor structure. Each brief chapter has 13 different components. Possibly, this book might be of use to students who are working below grade or to those with an unusually short attention span. An ambitious teacher who is willing to coordinate the book's various sections might find it a useful tool.

8. Appropriateness

Essentially, this book fails in this criterion. The narrative style of the text is simplistic and makes excessive use of short sentences. It also has a poor index; "Operation Overload," for example, is mentioned three times in the book, but fails to appear in the index. If students needed to locate the places where this term appeared, they would be out of luck. The book does contain exercises that encourage the student to learn how to write history.

Title: Land of Promise, Volume 2: A History of the United States from 1865 (1986)

Author: Carol Berkin and Leonard Wood

Publisher: Scott, Foresman and Company

Reviewers: Alfred Moss with the assistance of Lynn M. Burlbaw

Overview

Land of Promise has major strengths and weaknesses. In many places, its presentation is current, accurate, and linked to authoritative research. The book's emphasis on American economic history produces some valuable discussions on the role of labor, business, and government in the economy. One of its strongest features is the manner in which seemingly commonplace events are related to larger historical developments. The work is consistently engaging without being overly romantic about the past.

At the same time the book has some pronounced weaknesses. It does not make a clear, effective argument for the need to study history. Positive and negative assessments are not well balanced, with the good side of events usually emphasized. The meaning and significance of key ideas are not always clear. There is an unevenness in the text's treatment of minorities. The book fails to address adequately the meaning and significance of the United States' role as a global power. Two of the authors' most questionable assumptions are that the decisions of all American administrations have been well intentioned and that all Americans are enthusiastic supporters of unfettered capitalism. It also has a number of pedagogical weaknesses.

These major pluses and negatives mean that the teacher who uses this text has to compensate for its faults.

This review is based on both the student edition and the Teacher's Resource Book. As is indicated in the discussions under the various criteria, this reviewer does not believe that the student's textbook can stand on its own merit without supplemental material.

Criteria

1. Authority

Generally, the material in this history text is current, accurate, and based on authoritative research. Occasional simplistic judgments are compensated for by a 150-page section made up of good primary sources and interpretive materials. Exercises at the ends of chapters stimulate student understanding of the purpose and process of historical analysis. For example, the "Special History Skills" section includes an excerpt from William Leuchtenburg's The Perils of Prosperity and asks such questions as "Compare Luechtenburg's view of the period with one given in this chapter" (p. 209).

At the same time, neither the text nor the exercises make a clear, effective argument for the need to study history. Also the skills sections repeatedly launch students into historical exercises without enough prior explanation of their meaning and purpose.

2. Interpretation

This work consistently emphasizes economic motivations, an approach which produces strong discussions of labor, business, and the role of government in the economy. As a consequence, there is less emphasis on social history, including such important concerns as racism, ethnocentrism, and antifeminism in American history, despite the presence of much information on these subjects. Richness is added to the text through the inclusion of sections on geography, weather, and leisure activities.

- Although the dynamics of post-World War II domestic politics are presented with reasonable clarity and objectivity, the text is weak in its coverage of U.S. foreign policy for the same period. Its lack of a critical perspective, particularly with regard to American military intervention as an instrument of foreign policy is disappointing.

- A similarly simplistic approach mars the book's discussion of the Tennessee Valley Authority, which,

> with the exception of noting the opposition of private enterprise and those who thought it socialistic, is described in totally positive terms. There is no mention of the various forms of dislocation and forced change which it produced (p.248-249).

3. Significance

The book's source of strength under this heading is its skill in relating the seemingly commonplace to larger developments. One of the best examples occurs in a section entitled "History of the Credit Card." There the authors link the growth of consumerism to the expansion of large-scale corporations and the development of computer technology (p. 230).

4. Context

Land of Promise is engaging without being overly romantic about the past. In most areas, it avoids oversimplification and repeatedly emphasizes differences between time periods through its broad and varied "Life In America" and "From the Archives" sections. This is reinforced by the provocative end-of-chapter questions.

End-of-chapter questions include the following: "Describe how some progressive reforms showed an underlying racism and nativism?" (p. 163) and "Compare the ideas and attitudes of young people in the Jazz Age with those of young people today" (p. 223).

5. Representativeness

With the important and inexcusable exception of Asian Americans, this text does an adequate job of incorporating the experiences and contributions of women, ethnic and racial minorities, and laborers into its history of the American people. These groups are presented without stereotypes, and it is made clear that the backgrounds, beliefs, and behaviors of their members are diverse and varied. One example of the book's frankness and honesty is the following sentence about an American who is often presented as a paragon of all human virtues:

"[Woodrow] Wilson was an outspoken white supremacist who believed that black people were inferior" (p. 162).

Asian Americans received no mention in the book either as a group or through discussion of the experiences and contributions of the various communities described by this term.

6. Perspective

Land of Promise meets the standards of this criterion in its treatment of the domestic history of the United States. However, it does a poor job of explaining and interpreting the interactions of the United States with other nations and the meaning and significance of America's role as a global power.

7. Engagement

This book contains much valuable material for the study of U. S. history. Indeed, many of the study tasks and questions are well thought out. However, because of numerous flaws in the book's teaching sections, the teacher must undertake the responsibilities of guiding students through the exercises and providing supplementary information to cover what is left out by the book. An additional problem is created by the fact that the geography and geographical concepts in the worksheets are only tangentially related to the history of the United States. Once again, if the deficiencies of the text are to be overcome it will depend on the individual efforts of the teacher.

Social Studies Skills worksheets exhibit the same problems in that they call upon students to practice skills that have not been described. For example, in the student edition the reader is told to "Review your map reading skills" (p. 23). Nowhere prior to this, however, has the text explained to the student how to read a map. One should note that, although it does not in any way explain or excuse this omission, the Teacher's Edition at this point calls upon the instructor to remind students of the steps involved in reading a map.

8. Appropriateness

Land of Promise is written in such simple prose that it is hard to imagine the text offering any challenge to, or even holding the interest of, an able tenth grader. Examinations, which rely heavily on true-false and matching questions, test knowledge at a trivial level and often do not contain enough exercises to give an accurate measure of student retention. At a time when the writing problems of American students are receiving national attention, it is depressing to note that on these tests essays are assigned as optional extra-credit questions.

Title:	One Flag, One Land, Volume II: From Reconstruction to the Present
Authors:	Richard C. Brown and Herbert J. Bass
Publisher:	Silver Burdett Company
Reviewers:	Maria Garza-Lubeck with the assistance of O. L. Davis, Jr.

Overview

One Flag, One Land, Volume II, is one of the weaker texts available at this grade level. The sense of history portrayed is sound, but the book is frequently too one dimensional and too flat for the needs of high school students. Its reliance on narrative and biography, without even a nod to a collection of documents and procedures for serious historical study, is a serious flaw. Other than in special skills sections, the text demands too little engagement, thinking, and writing. It offers students conclusions without opportunity to question, leaving them no choice but to accept the assertions. Accordingly, the textbook's appeal as a high school instrument is questionable.

Criteria

1. Authority

This textbook presents the flow of American history in even-measured terms. It portrays a modern and lively sense of history, although conclusions dominate and the processes of historical inquiry are minimized. In large measure, this textbook represents considerable authority, but it is an authority that is more claimed or declared than exemplified. This textbook relies mainly on narrative and does not display documents as evidence or source, either within the text or in an appended collection.

2. Interpretation

Following a conventional, chronological framework, this textbook presents a balanced and fair narrative. The pluralistic nature of American history is recognized in the narrative and in special biographies in each unit, but the text fails to develop this idea consistently. At times, it shows consideration for the variety of interpretations and the caution which interpreters must use. An example is this excerpt about the Haymarket Riots: "As police moved in near the end, someone--to this day no one knows who--threw a bomb, killing seven people. . .the Knights of Labor had nothing to do with the rally at Haymarket Square, but they became connected with violence in the minds of many Americans" (p. 105). The passion, color, and drama of American history are particularly subdued in this book's interpretations. One example is the account of Charles Drew's developments in blood transfusion (p. 366-367). It neglects the irony of his death, which occurred after a southern hospital refused to treat him because he was Black.

Another example is in the biography of Richard King (pp. 155-163), which illustrates the book's overemphasis on "supermen (and women)" at the expense of many working people and minorities who also have worked hard but have not received the rewards implicit in the "American dream." The Richard King account uncharitably fails to recognize the complex and controversial realities surrounding King, his family, and the King Ranch empire in Texas. On the other hand, some of the textbook's passages reveal interpretations that are powerful and straightforward. In the section on Japanese Americans in World War II, the authors state, "The whole episode was a shameful one, not fitting for a democratic society" (p. 367). Inclusion of a biography of W. E. B. DuBois (pp. 272-279) would seem to defy parochial pressure groups, but the narrative dampens the intense controversies surrounding this notable individual.

3. Significance

Concern for historical significance in this textbook is weaker than that in many of its competitors. Major turning points and concepts are prominent, but they are often not treated in sufficient depth to help students understand their significance; the assertion of significance is not a substitute for the development of significance. The book does cover sensitively the changing character of work (Chapter 5). The text is not handicapped by inclusion of too many facts; if anything, too few facts support the narrative.

4. Context

This textbook systematically orients readers to the period under study. Timelines are well displayed and are referred to in exercises. Actions, people, and issues are ordinarily set within appropriate contexts. Meanings and judgments of the present are not unfairly imposed on the past.

5. Representativeness

This textbook receives uneven marks on the criterion of representativeness. Overall, its treatment of women, American Indians, and Black Americans is commendable. Textual narrative, photographs, and drawings provide attention to these groups. Biographies in each unit spotlight prominent Blacks and women.

It is unfortunate that the immigrant experience in American life is neglected. Immigration in this century, especially since the 1920s, is all but ignored. Attention to Asians, except for a bow to the Japanese, is omitted. The nation's aroused consciousness of recent immigrants and cultural pluralism as a concept is absent. A particular slight is the casual, inaccurate, and insufficient treatment of Mexican Americans. Mere inclusion of Cesar Chavez in Unit Four's "People Who Made History," unfortunately a kind of minority ghetto feature, underlines the book's insensitivity toward one of the nation's largest ethnic minorities.

A sense of Americans' personal and collective roots suffer. The entire American experience suffers from simple explanations, the omission of rich details and facts of events, episodes, and concepts, and the neglect of relationships. Representativeness calls for more than attention to some prominent ethnic minorities.

6. Perspective

Historical study seems particularly well suited to the development of perspective. Perspectives from the vantage points of different actors and observers, as well as those derived from companion disciplines like geography and economics, enliven historical inquiry. In this area, this textbook fares poorly. One view dominates the narrative, and it rarely calls upon the views and voices of different people. Documentary readings are not included. Few directions or suggestions urge students to explore meanings from differing vantages. Distortions of meanings are as much a result of failed perspective as they are of failed selection.

7. Engagement

This textbook is primarily a reader. For example, regarding the land rush in Oklahoma, the authors write, "With the crack of the starter's gun at noon, the settlers bolted into Oklahoma like locusts descending on a field of wheat. In just two hours, nearly all 2 million acres were claimed" (p. 61). The attention to skill building is admirable and includes 28 map-reading skills, 31 reading skills, 9 writing skills, 7 library skills, 19 higher level language arts skills, and 15 societal skills which focus on such issues as citizenship, participatory government, and multi-cultural skills. See Teacher's Edition, pp. T22-T29.

On occasion, a case-history approach to the study of history is used. See Chapter 3 wherein the rise of the steel industry is told through the experiences of Andrew Carnegie.

8. Appropriateness

The narrative is easy to read yet not overly simplistic. The photographs and other reproductions supplement the narrative and are appropriate. The absence of a collection of documents, the inclusion of a large number of biographies, the restricted variety of engaging, provocative activities and suggestions for study, and the larger type and page layout would appear to indicate that the book is intended to appeal to reluctant readers and less motivated students. Better students and highly motivated students may not find this textbook challenging. Other students may find it easier to read and more visually attractive than most of its competitors.

Board of Directors

Joan Arnow
James Autry
Marjorie Craig Benton
Rev. Dr. Charles Bergstrom
Jeffrey Berkowitz, Esq.
Honorable Jonathan Bingham, Esq.
Father Robert Brooks
Honorable John Buchanan
William Byron, S.J.
James Calaway, Sr.
Arthur Chotin
David Cohen
Richard Dennis, Jr.
Coy Eklund
Frederick Field
Mary Hatwood Futrell
Harris Gilbert
Andrew Heiskell
Stanley Hirsh
Adelaide Hixon
Rev. M. William Howard
Norman Lear
Margaret McKenna
Katharine B. Mountcastle
Laurie Ostrow
Max Palevsky
Anthony T. Podesta
David Ramage
Vidal Sassoon
Paul Schaeffer
Thaleia Schlesinger
Martin Sheen
Stanley K. Sheinbaum
Clyde Shorey
Howard Squadron
Margery Tabankin
Ira Wallach
Bernice Weissbourd
Anne Wexler
Bernard Winograd

Additional copies of this book
may be obtained from:

People For The American Way

1424 16th Street, N.W., Suite 601
Washington, D.C. 20036